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Benefactors of the McGill College, Montreal.

THE HONORABLE JAMES McGILL, by his last Will and Testament, under date 8th January, 1811, bequeathed the Estate of Burnside, situated near the City of Montreal, and containing forty-seven Acres of Land, with the Manor House and Buildings thereon erected, and also the sum of ten thousand pounds in money, unto "The Royal Institution for the Advancement of Learning," constituted by Act of Parliament in the Forty-First year of the reign of his Majesty, King George the Third, to erect and establish an University or College, for the purposes of education, and the advancement of learning in the Province of Lower Canada, with a competent number of Professors and Teachers to render such Establishment effectual and beneficial for the purposes intended, requiring that one of the Colleges to be comprised in the said University, should be named and perpetually be known and distinguished by the appellation of "McGill College."

The value of the above mentioned property was estimated at the date of the bequest at.....£30,000.

At a meeting called by a number of the influential citizens of Montreal, and held at the Merchant's Exchange 6th December, 1856, for the purpose of taking into consideration the financial condition of the University of McGill College, —The following Resolution was adopted:

"That an effort ought to be made for increasing the Endowment of McGill College in such a manner as to extend its usefulness, and to place it for the future upon an independent and permanent footing."

Whereupon, in pursuance of the above Resolution, the following Donations were enrolled for Special or General objects connected with the University,—the Royal Institution granting Scholarships in perpetuity according to the value of the Donations.

The Honorable John Molson, Thomas Molson, Esq., William Molson, Esq., for the formation and maintenance of the Chair of English Language and Literature.	£5,000.
John Gordon Mackenzie, Esq.	£500.
Ira Gould, Esq.	500.
John Frothingham, Esq.	500.
John Torrance, Esq.	500.
James B. Greenshields, Esq.	300.
William Busby Lambe, Esq.	300.
Sir George Simpson, Knight	250.
Henry Thomas, Esq	250.
John Redpath, Esq.	250.
James McDougall, Esq.	250.
James Mitchell, Esq.	250.
James Torrance, Esq.	250.
Honorable James Ferrier	250.
John Smith, Esq.	250.
Harrison Stephens, Esq	250.
Henry Chapman, Esq. Mr. Chapman also founded a Gold Medal to be given annually for the greatest general proficiency in the graduating class in Arts.	150.
John James Day, Esq.	150.
Honorable Peter McGill	150.
Thomas Brown Anderson, Esq.	150.
Peter Redpath, Esq.	150.
Thomas M. Taylor, Esq.	150.
Joseph MacKay, Esq.	150.
Augustus N. Heward, Esq.	150.
Donald Lorn McDougall, Esq.	150.
Honorable John Rose	150.
Charles Alexander, Esq.	150.
Moses E. David, Esq.	150.
William Carter, Esq	150.
Thomas Paton, Esq	150.
William Workman, Esq	150.
Honorable Alexander T. Galt	150.
Luther H. Holton, Esq.	150.
Henry Lyman, Esq.	150.
David Torrance, Esq.	150.
Edwin Atwater, Esq.	150.
Theodore Hart, Esq.	150.
William Forsyth Grant, Esq.	150.
Robert Campbell, Esq.	150.
Alfred Savage, Esq.	150.
James Ferrier, Esq., Jr.	150.
William Stephen, Esq.	150.
N. S. Whitney, Esq.	150.
William Dow, Esq.	150
William Watson, Esq.	150.
Edward, Major, Esq	150.
Honorable Charles Dewey Day	50.
John R. Esdaile, Esq.	50.

In 1860 the sum of £200 presented to the College by H.R.H. the Prince of Wales, was applied to the foundation of a Gold Medal, to be called the "Prince of Wales Gold Medal."

In 1861, the "William Molson Hall," being the west wing of the McGill College Buildings, with the Museum Rooms, and Chemical Laboratory and Class Rooms, was erected through the munificent donation of the founder whose name it bears.

In 1863, the "Anne Molson Gold Medal" was founded by Mrs. John Molson, of Belmont Hall, Montreal, for an honour course in Mathematics and Physical Sciences.

In the same year the "Shakspeare Gold Medal" for an honour course, to comprise and include the works of Shakspeare and the Literature of England from that time to the time of Addison, both inclusive, and such other necessary subjects as the Corporation may from time to time appoint,—was founded by Citizens of Montreal, on occasion of the three-hundredth Anniversary of the birth of Shakspeare.

In the same year, the "Logan Gold Medal," for an honour course in Geology and Natural Science, was founded by Sir William Edmond Logan, Ll.D., F.R.S., F.G.S., &c.

CALENDAR

OF THE

McGill College and University,

MONTREAL.

Founded by Bequest of the Hon. James McGill, in 1811; Erected into a University by Royal Charter in 1821; and Re-organised by an Amended Charter in 1852.

SESSION OF 1864-5.

MONTREAL:

PRINTED FOR THE UNIVERSITY BY J. C. BECKET, GREAT ST. JAMES STREET.

1864.

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Note.—Under the amended Statutes of the University, which were finally sanctioned only when this Calendar was passing through the press, the title and duties of Chancellor of the University are assigned to the President of the Board of Governors, and those of Vice-Chancellor to the Principal; and the several Faculties, the Convocation and Morrin College are empowered to elect additional Fellows. The regular meeting of Corporation formerly held on the fourth Wednesday of July, is also changed to the fourth Wednesday of June.

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ACADEMICAL YEAR.

1864–65.

1864.

Sept. 1—Autumn Term of *High School* commences.
" 1—Session of *Normal* and *Model Schools* commences
" 5—Meeting of Faculty of Arts.
" 6—Matriculation and Supplemental Examinations in *Classics.*
" 7—Matriculation and Supplemental Examinations in *Mathematics.*
" 7—Matriculation and Supplemental Examinations in *English.*
" 8—Competitive Examinations for the *Governor General's Scholarships.*
" 9—Lectures in *Arts* commence.
" 19—Meeting of Faculty of Arts.

Oct. 3—Meeting of Faculty of Arts.
" 6—*Founder's Birthday.* No Lectures in Arts.
" 10—The *Wm. Molson Hall* opened, 1862.
" 17—Meeting of Faculty of Arts.
" 26—Quarterly Meeting of Corporation.
" 31—Meeting of Faculty of Arts.

Nov. 4—Session of *Faculty of Medicine* commences.
" 4—Session of *Faculty of Law* commences
" 14—Meeting of Faculty of Arts.
" 17—Winter Term of High School commences.
" 24—Annual University Lecture.
" 28—Meeting of Faculty of Arts.

Dec. 6—Lectures in *Arts* terminate for the *Christmas Examinations.*
" 12—Examinations in *Mathematics* and *Natural Philosophy*
" 13—Examinations in *Natural Science* and *Chemistry.*
" 16—Examination in *Greek.*
" 17—Examination in *Latin*
" 20—Examinations in *English Literature, Logic, Mental* and *Moral Philosophy.*
" 21—Examinations in *French, German,* and *Hebrew.*
" 22—Christmas Vacation begins.

1865

Jan. 5—Lectures in *Arts, Medicine* and *Law* re-commence
" 9—Meeting of Faculty of Arts.
" 23—Meeting of Faculty of Arts.
" 24—Quarterly Meeting of Corporation.

Feb. 2—Spring Term of High School commences.
" 6—Meeting of Faculty of Arts.
" 20—Meeting of Faculty of Arts.

March 1—No Lectures.
" 2—Sessional Examination in *Botany* (second year).
" 3—Sessional Examinations in *French* and *German* (second year).
March 6—Meeting of Faculty of Arts.
" 20—Meeting of Faculty of Arts.
" 28—Lectures in *Arts* terminate.

April 4—B. A. *Honour* Examinations in *Mathematics* and *Natural Philosophy, Classics, Natural Science, Logic, Mental and Moral Philosophy,* and *English Literature.*
" 4—Meeting of Faculty of Arts.
" 5—Thesis for the Degree of M.A. in Course to be sent in to the Dean of the Faculty.
" 6, 7—*Ordinary* B. A. and Sessional Examinations in *Mathematics* and *Natural Philosophy.*
" 12, 13—*Ordinary* B. A. and Sessional Examinations in *Classics* and *History.*
" 13, 14—Easter Vacation commences.
" 18—Summer Term of High School commences.
" 18—Examinations in *French, German,* and *Hebrew.*
" 18—Meeting of Faculty of Arts.
" 19—B. A. *Honour* Examinations in *Mathematics* and *Natural Philosophy, Classics, Logic, Mental and Moral Philosophy, English Literature,* and *Natural Science.*
" 20—*Ordinary* B. A. and Sessional Examinations in *English Literature, Logic, Mental* and *Moral Philosophy.*
" 21—Examinations in *English Literature,* (Second year.)
" 22—*Ordinary* B. A. and Sessional Examinations in *Natural Science* and *Chemistry.*
" 25—B. A. and other *Honour* Examinations in *Mathematics* and *Natural Philosophy, Classics, Natural Science, Logic, Mental and Moral Philosophy,* and *English Literature.*
" 26—Quarterly Meeting of Corporation.
" 28—B. A. and other *Honour* Examinations in *Mathematics* and *Natural Philosophy.*
" 28—B. A. and 3rd year *Honour* Examinations in *Classics.*

May 1—Classes in Arts, Medicine and Law, close for *Summer Vacation.*
" 2—Annual Meeting of Convocation, Faculty of Arts
" 3—Adjourned Meeting. Faculties of Medicine and Law.

July 1—Summer Term of High School ends and classes close for *Summer Vacation.*
" 1—Normal and Model Schools close for *Summer Vacation.*
" 26—Quarterly Meeting of Corporation.

McGILL UNIVERSITY, MONTREAL.

VISITOR:

His Excellency The Right Hon. Viscount Monck, Governor General of British North America, &c.

CORPORATION.

Governors:

Being the Members of The Board of Royal Institution for the Advancement of Learning.

The Hon. Charles Dewey Day, LL.D., President.
The Hon. James Ferrier, M.L.C.
Thomas Brown Anderson, Esq.
Benjamin Holmes, Esq.
Andrew Robertson, M.A.
Christopher Dunkin, M.A., M.P.P.
William Molson, Esq.
Alexander Morris, M.A., D.C.L., M.P.P.
The Hon. John Rose, M.P.P.

Principal:

John William Dawson, LL.D., F.R.S., F.G.S.

Fellows:

Rev. Canon Leach, D.C.L., LL.D, Vice-Principal and Dean of the Faculty of Arts.
Henry Aspinwall Howe, M.A., Rector of the High School.
J. J. C. Abbott, B.C.L., Dean of the Faculty of Law.
Brown Chamberlin, M.A., B.C.L.
T. Walter Jones, M.D.
W. B. Lambe, B.C.L.
Sir William E. Logan, LL.D., F.R.S., F.G.S.
George W. Campbell, M.A., M.D., Dean of the Faculty of Medicine.
John H. Graham, M.A., Principal of St. Francis College, Richmond.
Rev. John Cook, D.D. Principal of Morrin College Quebec.

SECRETARY, REGISTRAR, AND BURSAR.

William Craig Baynes, B.A. Office, Burnside Hall. Office Hours, 10 to 2. Residence, Centre Building McGill College.

General Announcement.

The Thirty-second Session of this University, being the twelfth under the amended charter, will commence in the Autumn of 1864.

By virtue of the Royal Charter granted in 1821 and amended in 1852, the Governors, Principal and Fellows of McGill College, constitute the Corporation of the University, and under the statutes framed by the Board of Governors, with approval of the Visitor, have the power of granting degrees in all the Arts and Faculties, in McGill College and in Colleges affiliated thereto.

The Statutes and Regulations of the University have been framed on the most liberal principles, with the view of affording to all classes of persons the greatest possible facilities for the attainment of mental culture and professional training. In its religious character the University is Protestant, but not denominational; and, while all possible attention will be given to the character and conduct of students, no interference with their peculiar religious views will be sanctioned.

I. McGILL COLLEGE.

The Faculty of Arts.—The complete course of study in Arts extends over four Sessions, of eight months each; and includes Classics and Mathematics, with English Literature, Logic, Mental and Moral Science, Natural Science, and Modern Languages: all of which subjects are imperative in the three first years of the Course; but in the fourth year options are allowed in favour of the Honour Courses in Classics, Mathematics, Mental and Moral Science, Natural Science and English Literature. Certain exemptions are also allowed to professional

students. There are also Special and Partial Courses, and a Course of practical Chemistry; and facilities are afforded for the practice of Meteorological observations, and for the study of Hebrew and Oriental Literature. The degrees given are B. A. & M. A.

THE FACULTY OF MEDICINE.—The complete course of study in Medicine extends over four Sessions, of six months each, and leads to the degrees of M.D., C.M.

THE FACULTY OF LAW.—The complete course in Law extends over three Sessions, of six months each, and leads to the degrees of B.C.L. and D.C.L.

[Details of the above courses of study, with the fees and the dates of commencement of the classes, will be found in subsequent pages.]

II. AFFILIATED COLLEGES.

Students of these Colleges are matriculated in the University, and may pursue their course of study wholly in the affiliated college or in part therein and in part in the Faculty of Arts of the McGill College, and may come up for the University Examinations for the degrees in Arts on the same terms with the Students of McGill College.

MORRIN COLLEGE, *Quebec*, *L.C.*,—is affiliated in so far as regards degrees in Arts. The ordinary Course of this College includes Classics, Mathematics, English Literature, Mental and Moral Philosophy and Logic. There are Honour Courses in Classics and in Mental and Moral Philosophy.

[Detailed information may be obtained from the Rev. John Cook, D.D., Principal.]

ST. FRANCIS COLLEGE, *Richmond*, *L.C.*,—is affiliated in so far as regards degrees in Arts.

[Detailed information may be obtained from J. H. Graham, M.A., Principal.]

III. AFFILIATED SCHOOLS.

THE HIGH SCHOOL of McGILL COLLEGE affords the Classical and Mathematical training necessary for entering the College course, with a good English education fitting for business pursuits.

THE McGILL NORMAL SCHOOL provides the training requisite for Teachers of Elementary and Model Schools and Academies. Teachers trained in this School are entitled to Provincial diplomas.

THE MODEL SCHOOLS OF THE McGILL NORMAL SCHOOL are Elementary Schools, divided into a Boys' Department, Girls' Department, and Primary School. Teachers in training in the Normal School are employed in these Schools, under the supervision of the Head Master and Mistress.

[Detailed information respecting these Schools will be found in subsequent pages.]

OFFICERS OF INSTRUCTION

In the McGill College and University, and in the High School of McGill College,

ARRANGED IN THE ORDER OF STATUTORY PRECEDENCE.

	Residence.
John William Dawson, LL.D., F.R.S., F.G.S.—Principal, and Professor of Natural History.	East Wing, M'Gill College.
Rev. Canon Leach, D.C.L., LL.D.—Vice Principal, Dean of the Faculty of Arts, Professor of Logic and Moral Philosophy, and Molson Professor of English Literature.	7, University Avenue.
Henry Aspinwall Howe, M.A.—Rector of the High School, and Emeritus Professor of Mathematics and Natural Philosophy.	Lisc Caroll Head of St. Andre Street.
J. J. C. Abbott, B.C.L.—Dean of the Faculty of Law and Professor of Commercial Law.	505, St. Catherine Street
George W. Campbell, M.A., M.D.—Dean of the Faculty of Medicine, and Professor of Surgery.	Sherbrooke St.
Archibald Hall, M.D.—Professor of Midwifery and Diseases of Women and Children.	366, Lagauchetiere Street.
William Fraser, M.D.—Professor of the Institutes of Medicine.	12, Little St. James Street.
William Sutherland, M.D.—Professor of Chemistry.	219, Dorchester Street.
William E. Scott, M.D.—Professor of Anatomy.	—9, Bonaventure St
William Wright, M.D,—Professor of Materia Medica and Pharmacy.	175 Craig Street.
Robert P. Howard, M.D.—Professor of the Theory and Practice of Medicine.	11 Bonaventure Street.
Rev. A. DeSola, LL.D.—Professor of Hebrew and Oriental Literature.	1, Pres de Ville Place.
Hon. William Badgley, D.C.L.—Professor of Public and Criminal Law.	McGill College Avenue.
Frederick W. Torrance, M.A., B.C.L.—Professor of Civil Law.	13 Bellevue Terrace.
P. R. Lafrenaye, B.C.L.—Professor of Jurisprudence and Legal Bibliography.	Upper St. Urbain Street.
R. G. Laflamme, B.C.L.—Professor of Customary Law and Law of Real Estate.	1, Cornwall Terrace.
Charles Smallwood, M.D., LL.D.—Professor of Meteorology.	20, Beaver Hall Place.
Charles F. A. Markgraf.—Professor of German Language and Literature.	9, Dorchester St.
D. C. M'Callum, M.D.—Professor of Clinical Medicine and Medical Jurisprudence.	152, Craig Street
Alexander Johnson, LL.D.—Professor of Mathematics and Natural Philosophy.	4, Place St. Sophie M'Gill College Avenue.
Rev. George Cornish, M.A.—Professor of Classical Literature.	East Wing M'Gill College.

Pierre J Darey, M.A.—Professor of French Language and Literature.	25, Belmont St.
Robert Craik, M D.—Professor of Clinical Surgery.	Corner Craig St. & Place D'Armes Hill.
T. Sterry Hunt, Sc.D., M.A., F.R.S, &c.—Professor of Applied Chemistry and Mineralogy.	58, St. Gabriel St
Edward Carter, B.C.L.—Associate Professor of Criminal Law.	5, Cadieux Street
T. A. Gibson, M.A.—Classical and English Master of High School.	172, Sherbrooke Street.
David Rodger, M.A.—Mathematical Master of High School.	407, St Catherine Street.
G. E. Fenwick, M.D.—Demonstrator of Anatomy and Curator of the Medical Museum.	16 Radegonde Street.
James Kemp.—Classical and English Master of High School.	—3, Cochrane St.
John Andrew.—Elocution Master of High School.	Hippolyte Street, Opposite St.Jean Baptiste Village.
George Murray, B.A.—Classical and English Master of High School.	37, Aylmer St.
John M. Reid.—Writing Master of High School.	—3, Oxford Terrace

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DIRECTORY TO BUILDINGS OF THE UNIVERSITY.

1. McGill College—containing the Class Rooms of the Faculty of Arts, with its Museum and Library; and the residences of the Principal, resident Professor, and Secretary :—*College Grounds, North Side of Sherbrooke Street, head of McGill College Avenue.*

2. Burnside Hall—containing the Class Rooms of the Faculty of Law, and the High School Department, and the office of the Secretary :—*Corner of Dorchester and University Streets.*

3. Building of the Medical Faculty—containing its Class Rooms, Museum and Library :—15 *Coté Street.*

4. The McGill Normal School :—*Belmont Street, opposite the foot of University Street.*

5. The College Observatory :—*At the West end of the College Buildings.*

6. The Gymnasium :—*On University Street, near Burnside Hall.*

Faculty of Arts.

The Principal (ex-officio.)

Professors—	Leach.	Professors.—	Smallwood.
	Howe.		Johnson.
	De Sola.		Cornish.
	Dawson.		Darey.
	Markgraf.		Hunt.

Dean of the Faculty—Rev. Canon Leach, D.C.L., LL.D.

Librarian—Professor Markgraf.

The session of this Faculty extends from Sept. 6th to May 1st.—The classes of Students recognised under the following regulations are;—(1) *Undergraduates*, matriculated for the whole course of study for the degree of B.A., extending over four years, except in the cases specified in Section 1st. (2) *Students in Special Courses*, matriculated and studying for the diploma in such special courses. (3) *Partial Students*, matriculated and taking two or more courses of lectures. (4) *Occasional Students*, not matriculated, and taking one course of lectures.

Fee for each Session, for Undergraduates and Special Students, $20. In addition to which every student is required to pay for the Library, $2, and for the Gymnasium, $2.

Practical Chemistry, including glass and re-agents, $26.

Fee for Partial and Occasional Students, $5 for each course of lectures.

Matriculation $4, required only in the year of entrance.

Fee for Graduation $5, to be paid before the examination.

Students in Arts are permitted to board in the city; but arrangements have been made for receiving Students who may desire to reside as boarders in the College, and for placing such Students under the immediate superintendence of Rev. Prof. Cornish, to whom application may be made; rate of board $16 per month.

EXTRACTS FROM THE REGULATIONS.

§ 1. MATRICULATION AND ADMISSION.

Candidates for Matriculation as Undergraduates are required to present themselves to the Dean of the Faculty, on or before the 6th of September, for examination; they may, however, enter after the commencement of the Session, if, on examination, found qualified to join the classes.

The subjects of examination for entrance into the first year are Classics, Mathematics and English.

In Classics.—Latin Grammar, Greek Grammar, and one easy Latin and one easy Greek author. The authors recommended are Cæsar, Sallust, Virgil, (Æneid, B. I); Xenophon, (Anabasis, B. I.), Homer, (Iliad B. I).

In Mathematics.—Arithmetic; Algebra to Quadratic Equations; Euclid's Elements, Books I, II, III.

In English.—Writing from dictation.

Candidates may be admitted to the standing of students of the second year, provided that they be found qualified on examination. Students of other Universities desirous of continuing their studies in this Faculty, may be admitted, on the production of certificates, to a like standing in this University, after examination by the Faculty.

Candidates for Matriculation as students in any Special Course, or for Partial Courses of Study, will be examined in the subjects necessary thereto, as may from time to time be determined by the Faculty.

Persons desirous of entering as partial or occasional students, must apply to the Dean for entry in his Register, and must procure from the Secretary tickets for the lectures they may desire to attend.

Every Student is expected to present, on his entrance, a written intimation from his parent, or guardian, of the name of the minister of religion, under whose care and instruction it is desired that the Student shall be placed, and who shall thereupon be invited to place himself in communication with the Faculty on the subject. Failing any intimation from the parent or guardian, the Faculty will endeavour to establish such relations.

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§ 2. SCHOLARSHIPS AND BURSARIES.

Sixteen Scholarships have been placed by the Governors at the

disposal of His Excellency the Governor General. These entitle the holders to exemption from tuition-fees. Application must be addressed to His Excellency, through the Provincial Secretary. Candidates for such Scholarships must pass the usual Matriculation Examinations.

By command of His Excellency, four of these Scholarships will be offered for competition in the Matriculation Examinations of the ensuing session.

Eight other Scholarships will be granted by the Governors from time to time to the most successful Students who may present themselves as candidates. One of these will be given annually to the dux of the High School.

In event of any Academy or High School in Lower Canada offering for competition in the Faculty of Arts an annual Bursary of not less than $80, the Governors will add a scholarship thereto.

Any Academy or High School sending up in one year three or more candidates competent to pass creditably the matriculation examinations, will be entitled to a scholarship for the most deserving of such candidates.

---

§ 3. COURSES OF STUDY.

I. FOR THE DEGREE OF B. A.

Undergraduates are arranged, according to their standing, as Students of the First, Second, Third and Fourth Years; and as such must attend all the courses of lectures appointed for their year, and those only, except by special permission of the Faculty.

First Year—Classics; English Literature; Pure Mathematics; History, Elementary Chemistry.

Second Year—Classics; French, German or Spanish; Logic; Pure Mathematics; Botany.

Third Year—Classics; French, German or Spanish; Mental and Moral Philosophy and Rhetoric; Mixed Mathematics and Experimental Physics; Zoology.

Fourth Year—Classics; Mental and Moral Philosophy; Mixed Mathematics and Experimental Physics; Mineralogy and Geology.

Undergraduates are required to study either French or German for two years, (viz., in the second and third years,) taking the same language in both years. The Sessional Examination in these languages at the end of the third year counts for the B. A. Examination. At the beginning of the second year the student must state which language he selects as obligatory. No change can afterwards be made without the special permission of the Faculty. In addition to the obligatory, there are other Lectures, attendance on which is optional, intended for the benefit of those who may desire a preparatory course or to acquire a more complete knowledge of those languages.

The Lectures in Modern Languages will be so arranged that Students competent and desirous to take in the same year the Lectures in French and in German, may do so.

Students who intend to join any Theological school, on giving written notice to that effect at the beginning of the second year, may take Hebrew instead of French or German.

II. FOR THE DIPLOMA OF GRADUATE IN CIVIL ENGINEERING.

First Year—Drawing, Mensuration, Surveying, Mathematics of the second Year and Experimental Physics, with the ordinary Mathematics and Physics of the third year, English Literature, French or German, Chemistry.

Second Year—Drawing, Engineering, Higher Mathematics and Physics, Geology, and Mineralogy, French or German.

(For details of the above courses of study see under the proper headings in subsequent pages.)

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§ 4. EXAMINATIONS.

College Examinations.

There are two examinations in each year; one at Christmas, and the other at the end of the Session. In both these, Students will be arranged according to their answering, as 1st Class, 2nd Class, and 3rd Class.

Students who fail in the Christmas Examinations may be allowed a supplemental examination, on written application to the Faculty, stating satisfactory reasons.

Failure in two or more subjects at the Sessional Examinations will

involve the loss of the session. The Faculty may permit the student to recover his standing by passing a supplemental examination at the beginning of the ensuing session. But such permission will not be granted except in cases of sickness, or for other special reasons. For the purposes of this regulation, Classics, and Mathematics with Physics, will each be regarded as two subjects.

University Examinations.

I. FOR THE DEGREE OF B. A.

There are three University Examinations; that for Matriculation, the Intermediate at the end of the second year, and the Final at the end of the fourth year.

The subjects of the Matriculation Examination are stated in Section I.

In the Intermediate Examination the subjects are Classics and Pure Mathematics with Logic and the English Language.

In the Final Examination the subjects are Classics and Mixed Mathematics with any two of the following: (1) Mental and Moral Philosophy, (2) Natural Science, (3) Experimental Physics, (4) One Modern Language and Literature (or Hebrew,) with History. Details of these Examinations will be found under § 9.

II. FOR THE DEGREE OF M. A.

Bachelors of Arts, of at least three years standing, are entitled to the degree of Master of Arts, after such examination and exercises as may be prescribed by the Corporation. The exercise at present appointed is the preparation of a Thesis on any literary, scientific, or professional subject, to be selected by the candidate, and approved by the Faculty.

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§ 5. PRIVILEGES OF PROFESSIONAL AND HONOUR STUDENTS.

I. LAW AND MEDICAL STUDENTS.

Students of the third and fourth years, matriculated in the Faculties of Law or Medicine of this University, are entitled to the following exemptions.

In the Third Year, they may omit any two of the following subjects: Zoology, Experimental Physics, Rhetoric, and Modern Languages.

In the Fourth Year, they may omit Greek and also Geology or Experimental Physics.

In the ordinary B. A. Examinations, they may, in Classics, pass in Latin alone; and, in Mixed Mathematics, in Mechanics and Hydrostatics alone.

To be allowed these privileges in either year, they must produce certificates of attendance on a full course of Professional Lectures in that year.

II. HONOUR STUDENTS.

Candidates for B. A. Honours may omit at the Ordinary Examination for the Degree, any two of the four subjects appointed, provided that they shall not have been placed lower than Second Class in the Third Year's Examinations in such subjects. For the two subjects thus omitted, the Sessional Examinations at the end of the third year will be reckoned as Degree Examinations.

No Student shall be entitled to the above privileges, unless his attendance on Lectures and progress in the subject in which he is a candidate for Honours shall be satisfactory to the Professor, and unless he shall have obtained a certificate of creditable answering in the Honour examinations.

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§ 6. HONOURS, PRIZES, AND CLASSING.

1. GOLD MEDALS will be awarded in the B. A. Honour Examinations, to Students taking the highest Honours of the first rank in the subjects stated below, and who shall have passed creditably the Ordinary Examinations for the degree of B. A.

The *Chapman Gold Medal* for the Classical Languages and Literature.

The *Prince of Wales Gold Medal* for Logic and Mental and Moral Philosophy.

The *Anne Molson Gold Medal* for Mathematics and Natural Philosophy.

The *Shakspere Gold Medal* for the English Language, Literature and History.

The *Logan Gold Medal* for Geology and other Natural Sciences.

In event of none of the candidates for any Medal fulfilling the required conditions, the Medal will be withheld, and the proceeds of its endow-

ment for the year may be devoted to prizes in the subject for which the Medal was intended.

2. Honours, of first or second rank, will be awarded to those Matriculated Students who have successfully passed the Honour Examinations in any class in which studies for Honours have been provided, and have also passed creditably the Ordinary Examinations in all the subjects proper to their year.

3. Certificates of high general standing will be granted to those Matriculated Students who are placed in the first class in the aggregate of the studies proper to their year.

4. Prizes to those Matriculated Students who may have distinguished themselves in the studies of a particular class, and who have attended all the other classes proper to their year.

Students taking B. A. Honours will be placed at the head of the Degree list; and Students who pass the Ordinary Degree and Sessional Examinations will be arranged as 1st class, 2nd class, or 3rd class, according to their answering.

The names of those who have taken Honours, Certificates, or Prizes will be published in the order of their merit; and with mention, in the case of students of the first and second years, of the schools in which their preliminary education has been received.

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§ 7. ATTENDANCE AND CONDUCT.

All Students shall be subject to the following regulations for attendance and conduct:

1. Attendance upon all the Classes of the Faculty shall be imperative equally, except upon those announced by the Faculty as optional.

2. A Class-book shall be kept by each Professor and Lecturer, in which the presence or absence of Students shall be carefully noted; and the said Class-book shall be submitted to the Faculty at all their ordinary meetings during the Session.

3. Professors shall note the attendance immediately on the commencement of their Lectures, and shall omit the names of students entering thereafter, unless satisfactory reasons are assigned. Absence or tardiness, without sufficient excuse, or inattention or disorder in the Class-room, if persisted in after admonition by the Professor, shall be reported to the Dean of Faculty, who may reprimand the

student, report to his parents or guardians, or refer to the Faculty as he may think proper.

4. While in the College, or going to or from it, students are expected to conduct themselves in the same orderly manner as in the class-rooms. Any Professor observing improper conduct in the class-room, or elsewhere in the building, may admonish the student, and if necessary report him to the Dean.

5. Every student is required to attend regularly the religious services of the denomination to which he belongs, and to maintain without, as well as within the walls of the College, a good moral character.

6. When students are brought before the Faculty under the above rules, the Faculty may reprimand, report to parents or guardians, disqualify from competing for prizes and honours, suspend from classes, or report to the Corporation for expulsion.

7. Injuries to the furniture or building will be repaired at the expense of those by whom they have been caused, in addition to such other penalty as the Faculty may see fit to inflict.

8. The proportion of times of absence, from necessity or duty, that shall disqualify for the keeping of a Session, shall in each case be determined by the Faculty.

9. All cases of discipline involving the interests of more than one Faculty, or of the University in general, shall be immediately reported to the Principal, or in his absence, to the Vice-Principal.

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§ 8. LIBRARY AND MUSEUM.

1. Students may receive books from the Library, on depositing the sum of Four Dollars with the Librarian and signing a receipt for the books received.

2. Students may receive only two volumes at one time, and must return them within two weeks, on penalty of a fine of 1s. for each additional week.

3. Any volume or volumes lost or damaged by a student shall be paid for by him at such rate as the Faculty may direct, with reference to the value of the book and of the set to which it may belong.

4. Students may have the use of books in the Reading Room, at such hours and on such conditions as may from time to time be determined by the Faculty,

5. Professors and Lecturers may receive from the Librarian any books required by them for their duties in the College, not exceeding ten volumes at any one time. Books so borrowed must be returned at or before the close of each Session.

6. Books of reference and works containing valuable illustrations shall not be removed from the Library.

7. Persons not connected with the College, may consult books in the Library on obtaining an order to that effect from any of the Governors or Professors ; and Donors of books or money to the amount of Fifty Dollars, may at any time consult books on application to the Librarian.

8. The times and conditions of study in the Museum will be arranged by the Professor of Natural History.

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§ 9 COURSES OF LECTURES

ENGLISH LITERATURE.—(MOLSON PROFESSORSHIP)—LOGIC, MENTAL AND MORAL PHILOSOPHY.

Professor, Rev. Canon Leach, D.C.L., LL.D.

First Year.—English Language and Literature. Text-books—Angus' Handbook ; Spalding's History of English Literature.
Logic. Text-book—Thompson's Outlines of the Laws of Thought.

Second Year.—English Literature and Anglo-Saxon Grammar. Text-books—Klipstein's Anglo-Saxon Grammar : Spalding's English Literature.
Logic. Text-book—Thompson's Outlines.

Third Year.—Mental and Moral Philosophy. Text-books—Whewell's Elements of Morality ; Schwegler's History of Philosophy.
Rhetoric. Text-book—Whately's Rhetoric, part III.

Fourth Year.—Mental and Moral Philosophy. Text-books—Mansel's Psychology ; Schwegler's History of Philosophy.
English Literature. Text-book—Marsh's Hand-book.

B. A. Honour Course in Logic, Moral Philosophy and Mental Philosophy.

I. *Logic.*

Sir William Hamilton's Lectures on Logic : with Appendix, v. 3.
Mill's Logic, Books I, III, V.
Whateley's Logic, Book III.
Mansel's Prolegomena Logica, Chapters I, II, VI, VII, IX.

Introduction to Mansel's edition of Aldrich's Logic.

II. *Moral Philosophy.*

Ritter's History of Ancient Philosophy Book VII., 2, 2. 4; VIII., 5; IX., 5; X., 2; XI., 5; XII., 3.
Mackintosh's Dissertation on the Progress of Ethical Philosophy.
Schwegler's History of Philosophy, p. 252-261.
Morell's History of Speculative Philosophy, &c., chap. IV., sec. 1, B.

One of the following ancient Ethical Treatises, to be selected at the option of the Student.

Plato's Republic, Books I-IV. (in English.)
Aristotle's Ethics, Books I.-III, VI., X., (in English.)
Epicteti Manuale, et Senecæ Dialog. Lib. I., II., VII., XII.

One of the following Modern Ethical Treatises, to be selected at the option of the student.

Butler's Three Sermons on Human Nature, with the Preface and the Dissertation on the nature of Virtue.
Stewart's Philosophy of the Active and Moral Powers, Books I., II., IV.

III. *Mental Philosophy.*

Schwegler's History of Philosophy.
Ritter's History of Ancient Philosophy, Book II., c. 3; III., c. 1, 2; VI., IX., c. 2, 3; X., c. 1; XI., 9, 3, 4; XII., c. 1, 4, 6, 7.
Ritter, Book XIII.
Haureau, de la Philosophie Scholastique, Chap. 1, 2, 8, 13, 17, 19, 20, 21, 27, 28.
Stewart's Dissertation on the Progress of Metaphysical and Ethical Philosophy.
Morell's History of the Speculative Philosophy of Europe in the XIXth Century, Part II.

One of the following ancient writers, to be selected at the option of the Student:

Plato; Phædo and Phædrus; or Theætetus and Protagoras; or Republic, Books VI. and VII.
Aristotle; Metaphysics, Books IV., (V.) XI. (XII.)

One of the following modern writers, to be selected at the option of the Student.

Bacon, Novum Organon, Lib. I; or De Augmentis Scientiarum, Lib. III, IV.
Descartes, Meditations.
Berkeley's Treatise concerning the Principles of Human Knowledge.
Ferrier's Institutes of Metaphysics.
Sir W. Hamilton's Lectures on Metaphysics.
Mansel's Metaphysics.
Morell's Outlines of the Philosophy of mind.

B. A. Honour Course in English Language, Literature and History.

I. *Language.*

Klipstein's Anglo-Saxon Grammar
Thorpe's Analecta Anglo-Saxonica.
Marsh's Lectures on the English Language, by Smith.
Craik's Outlines of the History of the English Language.
Tyrwhitt's Essay on the Language and Versification of Chaucer.
Trench's Study of Words.
Trench's English, Past and Present.
Trench's Glossary.

II. *Literature.*

Required from the Student a general acquaintance with the works of the English Classical authors, and a more minute study of the following portions of English Literature.

Shakspeare's Plays.

Chaucer—Canterbury Tales; The Prologue and the Knight's Tale; the Flower and the Leaf; the House of Fame.

Spenser—Faerie Queen; Books I., II.

Marlowe—Faustus and Jew of Malta.

Milton—Paradise Lost: Comus; Lycidas; L'Allegro

Dryden—Absalom and Achitophel; Annus Mirabilis; Dedications to his Translations of Virgil's Æneid and the Satires of Juvenal;

Pope—Dunciad; Essay on Criticism; Rape of the Lock; Eloisa and Abelard; Prefaces to his Translations of Homer's Iliad and Odyssey.

Bacon—Essays.

Required to be read, in connection with this part of the Course.

Craik's History of English Literature.

Hallam's Literary History of Europe—the parts relating to English Literature.

Johnson's Lives of Milton, Dryden, Addison, Pope.

Dunlop's History of Fiction.

III. *History.*

Required a general acquaintance with the History of England to the year 1714. and a more minute knowledge of the Anglo Saxon period, of the 13th and 14th centuries, and of the period from the accession of Elizabeth to that of George I. The following books are recommended:—

Hume's History of England.

Godwin's Life and Times of Chaucer.

Pauli's Life of Alfred the Great.

Froude's History of England,—Elizabeth.

Macaulay's History of England.

Clarendon's History of the Rebellion.

Hallam's Constitutional History of England.

CLASSICAL LITERATURE AND HISTORY.

Professor, Rev. G. Cornish, M. A.

GREEK.

First Year.—HOMER.—ILIAD, BOOKS VIII. & IX.
HERODOTUS.—BOOK I.
Greek Prose Composition.

Second Year.—ISOCRATES.—THE PANATHENAICUS.
EURIPIDES.—HECUBA.
Greek Prose Composition.

Third Year.—DEMOSTHENES.—THE OLYNTHIACS.
SOPHOCLES.—PHILOCTETES.

Fourth Year.—THUCYDIDES.—BOOK II.

LATIN.

First Year.—CICERO.—ORATIONS AGAINST CATALINE.
VIRGIL.—ÆNEID, BOOK VI. AND THE ECLOGUES.
Latin Prose Composition.

Second Year.—Horace.—The Epistles.
Tacitus.—The Germania and Agricola.
Latin Prose Composition.

Third Year.—Juvenal.—Satires I., III., VIII. & X.
Terence.—Adelphi.
Latin Prose Composition.

Fourth Year.—Tacitus.—Annals, Book I.
Latin Prose Composition.

In the work of the Class the attention of the Student will be directed to the collateral subjects of History, Antiquities and Geography; also to the Grammatical structure and affinities of the Greek and Latin Languages; and to Prosody and Accentuation.

CLASSICAL SUBJECTS FOR THE UNIVERSITY EXAMINATIONS, 1865.

(A.) For the *Intermediate* Examination:—

I. Greek.—Isocrates.—The Panathenaicus.
II. Latin.—Horace.—Epistles, Books I. & II.
III. Latin Prose Composition.

(B.) For the *B. A. Ordinary* Examination.

I. Greek.—Thucydides:—Book II.
Sophocles.—Philoctetes.
II. Latin.—Tacitus.—Annals, Book I.
Terence.—Heautontimorumenos.
III. Latin Prose Composition.
IV. General Paper in Grammar and History.

B. A. Honours in Classics, being the Honour Course for Students of the Third and Fourth Years.

Candidates for B. A. Honours in Classics will be examined in the following subjects:—

I. GREEK.

I. *Greek Philosophy.*
Plato.—Republic, Book X.
Aristotle.—Nicomachean Ethics, Books I. & II

II.—*Greek History.*
Herodotus.—Books VIII. & IX.
Thucydides.—Book I.
Xenophon.—Hellenics, Books I. & II.

III.—*Greek Poetry.*
a. Epic.—Homer.—Iliad, Books VI. & VII.
Odyssey, Books I., II. & III.
Hesiod.—Works and Days.
b. Dramatic.—Æschylus.—Prometheus Vinctus.
Seven against Thebes.
Sophocles.—Antigone.
Œdipus Rex.
Euripides.—Hippolytus.
Aristophanes.—The Frogs.
c. Lyric and Bucolic.—Pindar.—Olympic Odes.
Theocritus.—Idyls, I. VI.

IV.—*Greek Oratory.*
Demosthenes.—De Corona.
Æschines.—Contra Ctesiphontem.

II. LATIN.

I. *Roman History.*
Livy.—Books XXI., XXII. and XXIII.
Tacitus.—Annals, Books I. and II.
Histories, Book I.

II. *Roman Poetry.*
a. Epic.—Virgil.—Æneid, Books I. to IV.
b. Dramatic.—Plautus.—Menæchmei.
Terence.—Adelphi.
c. Satiric.—Horace.—Satires, Book I.
Juvenal.—Satt. VIII. & X.
Persius.—Satt. V. & VI.

III.—*Roman Oratory and Philosophy.*
Cicero.—Pro Murena.
Pro Lege Manilia.
De Inventione.
De Officiis.

III. HISTORY OF GREECE AND ROME.

Text Books.
1. Grote's History of Greece, Vols. I. to VIII.
2. Mommsen, as far as translated,
3. Merivale's Romans under the Empire, Vols. I. to VII.

IV. COMPOSITION.

1. Composition in Greek and Latin Prose.
2. Essay in English on some subject connected with the Course.

The Examination for B A honours will extend over six days, in the morning from 9 to 12, and the Afternoon from 3 to 6.

For Ordinary B. A in Modern Languages and History.

1. Grecian—Smith's History of Greece.
2. Roman —Schmitz's History of Rome.
3. English—Smith's Student's Hume.

FRENCH LANGUAGE AND LITERATURE.

Professor, P. J. Darey, M. A.

First Year.—

For Students entirely ignorant of French : Student's Companion to the study of French ; CHAPSAL Littérature Française.

For Students having already a knowledge of the French Language ; MOLIERE, BOURGEOIS GENTIL-HOMME ; POITEVIN, Grammaire Française. Gems from the Spectator (to translate from English into French.) Dictation, Parsing.

Second Year.—

Elementary Course ; Student's Companion to the study of French : CHAPSAL, Littérature Française ; Dictation.

Advanced Course : MOLIERE, Les Femmes Savantes ; POITEVIN, Grammaire Française ; Gems from the Spectator : Dictation, Parsing, Composition.

Third Year.—

Elementary Course : MOLIERE, Avare ; Racine ; ctation, Parsing, Composition

Advanced Course: POITEVIN, Grammaire Française; RACINE, Andromaque; SHAKSPEARE, (to translate from English into French), As you like it. Lectures upon the French Literature of the 16th. 17th and 18th centuries. Text Book—GÉRUZEZ Cours de Littérature.

Fourth Year.—

CORNEILLE, Horace, Cinna, RACINE, Phédre, Les Plaideurs. Lectures upon the Literature of the 19th Century.

French Course for Ordinary B. A. in French and History.

I.—*Bossuet.*—Discours sur l'Histoire Universelle.

II.—*Montesquieu.*—Esprit des Lois.

III.—*Racine.*—Britanicus et Esther.

IV.—Translation into French, and French Composition.

GERMAN LANGUAGE AND LITERATURE.

Professor, C. F. A. Markgraf, Esq.

First Year.—A preparatory Course for Students altogether ignorant of the Language.

Second and Third Years.—The exercises of the *Elementary Course*, calculated to familiarize the Student with the peculiarities of the German Language, in orthography, grammatical forms and construction, will consist of translations, oral and written, reading and analysis, writing from dictation and composition. Special regard will be had to the affinities of the German with the English.

In the *Advanced Course* the theory of German Grammar will receive greater expansion, and the Exercises will comprise select readings in German prose and poetry, composition in the various styles of writing, and translations from English writers.

The text-books for each course will be made known at the commencement of the Session.

During the Advanced Course, a Series of Lectures will be delivered on the following subjects:—History of the Germanic Nations and Germanic Dialects. —History of German Literature from the earliest periods down to the classical age of Goethe and Schiller;—to close with a brief notice of the state of German Literature in the present day.

Fourth Year.—An additional Course of German Literature for Students desiring a more complete knowledge of the Language.

HEBREW AND ORIENTAL LITERATURE.

Professor, Rev. A. De Sola, LL.D.

Elementary Course.—(*For Students of the First and Second Years*)—Grammar. The Text-book employed will be Gesenius' Hebrew Grammar, with exercises in Orthography and Etymology.

Reading.—Translation and Grammatical Analysis of Historical Portions of the Scriptures—Syntax—Mishlé Shualim—Fables, &c.

Advanced Course.—(*For Students of the Second, Third and Fourth Years*) —Introduction to the Study of Hebrew Poetry—its spirit and characteristics. Lowth and Sarchi as Text-books. Translations from the Psalms, Lamen-

tations and Isaiah. Ancient compared with modern Hebrew Poetry; the productions of Halevi, Gabirol, &c. Grammar, Exercises, &c., continued.—The Chaldee Language, Grammar, Mebo Halashon Aramith of J. Jeitteles. The Chaldee portions of Scripture. Targum of Onkelos and T. Yerushalmi.—The Syriac Language, Grammar, (Uhlemann's) and Translations.

The course will comprise lectures on the History of the Hebrew Language and Literature in particular, with a general notice of the other Oriental Languages, their genius and peculiarities. Comparative Philology, affinity of roots, &c., will also receive due attention, while the portions selected for translation will be illustrated and explained by reference to Oriental manners, customs, history, &c.

SPANISH LANGUAGE AND LITERATURE.

Rev. Professor De Sola.

Extra Fee for this Class, $5.00.

The study of the Spanish Language on this Continent, being generally pursued with special reference to commercial purposes, it will be sought to impart in this Course a practical knowledge of the Castilian, the richest and most harmonious of the Peninsular languages—as well as an acquaintance with its Literature.

Ollendorf's Spanish Grammar by Valazquez and Simonné, and the Reader of M. Valazquez are the Text-books employed in the Junior Class, who will also be exercised in composition by both written and oral exercises. In the Senior Class, Fernandes' Exercises, continuation of Grammar and Composition, Cervantes' Don Quixote, Quintana Vida del Cid, and Marianas Historia will be the subjects of study. Besides a special comparison with the Portuguese Language, a general notice, literary and historical, of the Basquence and other dialects will be given.

MATHEMATICS AND NATURAL PHILOSOPHY.

Professor, Alexander Johnson, LL.D.

Mathematics. (*First Year*)—Arithmetic.—Euclid, Books 1, 2, 3, 4, 6, with Definitions of Book 5 (omitting propositions 27, 28, 29 of Book 6), Galbraith and Haughton's Edition.—Colenso's Algebra, Part 1 to end of Quadratic Equations.—Galbraith and Haughton's Plane Trigonometry to end of Solution of Plane Triangles—Nature and use of Logarithms.

Mathematics. (*Second Year*)—Arithmetic, Euclid, Algebra and Trigonometry as before.—Remainder of Galbraith and Haughton's Plane Trigonometry.—Conic Sections treated Geometrically. (The Parabola as in Drew's Conic Sections, the definitions of the Ellipse and Hyperbola, with the fundamental properties of their tangents.) Euclid, Book XI. Props. 1 to 21; Book XII. Props. 1, 2.

The Course for the intermediate University Examination consists of the Mathematics for the first two years, except Conic Sections and Solid Geometry.

Mathematical Physics and Astronomy. (*Third Year.*)—Galbraith and Haughton's Mechanics, (omitting chap. 5 of Statics), Hydrostatics, Optics, and Astronomy.

At the Ordinary Examinations, answers to questions in Mechanics on the Chapters on Friction, Collision of Bodies, and Projectiles, will be taken into account only in determining the relative positions of those whose other answers shall entitle them to be placed in the First Class.

Experimental Physics—(*Third and Fourth Year.*)—1. *Light*—Theories.—Reflection.—Refraction.—Dispersion—Interference and Diffraction.—Double Refraction.—Polarization. 2. *Heat*—Dilatation of Solids, Liquids and Gases.—Specific and Latent Heat.—Radiation and Conduction of Heat. 3. *Electricity*—Frictional and Voltaic. 4. *Magnetism.* 5 *Acoustics*—Theory of Undulations.—Production and Propagation of Sound.—Vibrations of Rods and Plates.—Vibrations of Fluids.—Musical Sounds. Text-books—Lardner's Hand-books. This Course extends over two years.

The lectures in Mathematical and Experimental Physics will be illustrated by Apparatus.

Honour Course.

Mathematics.—(*First Year.*)—Mulcahy's Modern Geometry, first five chapters.—Wood's Algebra.—Young's or Todhunter's Theory of Equations.—Hind's Plane and Spherical Trigonometry.

Mathematics.—(*Second Year.*)—Theory of Equations and Trigonometry continued.—Salmon's Analytic Geometry, first thirteen chapters.—Hall's Calculus, Chapters 1, 2, 3, 4, 6, 7, of Diff. Cal., Chapters 1, 2, 3, 4, 5, of Integ. Cal.

Mathematical Physics.—(*Third Year.*)—Todhunter's Statics, (omitting Chap 13.)-Sandeman's Dynamics of a Particle. Miller's Hydrostatics, omitting Sects. 5, 6.—Walton's Mechanical Problems.—Griffin's or Parkinson's Optics.—Hymer's Astronomy, (selected course.)

B. A. Honour Course.

Pure Mathematics.—Hind's Plane and Spherical Trigonometry.—Young's or Todhunter's Theory of Equations.—Hall's Differential and Integral Calculus.—Boole's Differential Equations, (selected course.)—Gregory's Examples of the Calculus, (omitting the last 2 chapters).—Salmon's Conic Sections.—Salmon's Geometry of three Dimensions, (selected course.)

Mechanics.—Todhunter's Statics.—Sandeman's Dynamics of a Particle.—Griffin's Dynamics of a Rigid Body.—Besant's Hydrostatics and Hydro-dynamics.—Walton's Mechanical Examples.—Walton's Examples in Hydrostatics.

Astronomy.—Hymer's Astronomy.—Sir John Herschel's Outlines of Astronomy—Part II. on the Lunar and Planetary Perturbations.—Godfray's Lunar Theory.

Newton's Principia, Lib. I, Sects. 1, 2, 3, 9, and 11.

Light.—Lloyd's Wave Theory of Light.

Heat.—Lardner's Hand-book. Tyndall on Heat considered as a mode of motion.

Electricity. }
Magnetism. } Lardner's Hand-book.

Students will be examined in the above courses, (Ordinary and Honour) both by papers and viva voce. The examination for B. A. Honours will continue for *four* days, during six hours each day.

The examinations for Honours in the other years will continue for *two* days.

Engineering Students may be candidates for Honours.

At every examination (whether Ordinary or Honour) in the first two years, Students are liable to examination in all the subjects of the previous course; and in the last two years, in all the subjects of the third and fourth years.

NATURAL HISTORY.

Professor, J. W. Dawson, LL.D. F.R.S., F.G.S.

I. Botany.—(Second Year and part of Third Year.)

1. *Histology and Morphology of the Plant*, or description of its elementary tissues and organs.

2. *Physiology of the Plant*, or investigation of its functions of Nutrition and Reproduction.

3. *Systematic and descriptive Botany*, or the principles of the Classification of Plants, with descriptions of the more important Natural Orders, special notices of the Flora of Canada, and instructions for collecting and determining Plants, and for the use of the Microscope.

4. *Geographical Botany*, or the distribution of Plants over the Globe.—

Text-book—Gray's Structural and Systematic Botany.

Students desiring a more complete knowledge of the subject, or who have collected plants in the Summer vacation, will have the benefit of an additional Course of determinative and Canadian Botany in the two first months of their third session. Prizes will be given in this Course for the best collection of plants, and the greatest proficiency in their determination. Duplicates of prize collections to remain in the College Museum.

II. Zoology and Comparative Physiology, (Third Year.)

1. *General Zoology*, including the elements of the Histology, Comparative Anatomy and Physiology of Animals, with the Principles of Classification, and the division of the Animal Kingdom into Provinces or Sub-Kingdoms.

2. *Descriptive Zoology*, including the characters of the classes and orders of the Animal Kingdom, illustrated by typical examples, and as far as possible by Canadian species.

Text-Books—Synopsis by the Professor, with Dallas' Outlines of Zoology, or Carpenter's Zoology.

III. Geology and Palæontology. (Fourth year.)

1. *Physical Geology.*—Composition of Rocks and their structure on the small scale.—Origin of Rocks; considered as aqueous, igneous, or metamorphic.—Arrangement of Rocks on the large scale; stratification, elevation and disturbances, denudation.

2. *Chronological Geology and Palæontology.*—Data for determining the relative ages of formations. Classification according to age. Fauna and Flora of the successive periods. Geology of British America.

3. *Practical and Economical Geology.*—Methods of observation and of making Geological surveys. Applications of the science to Mining, Engineering, and Agriculture.

Text-Book—Lyell's Elements.

B. A. Honour Course.

Students entering for honours must have passed creditably the examinations in Elementary Chemistry, Zoology, Botany and Experimental Physics; and should know the Elements of Drawing. Students entering for practical purposes will be required only to satisfy the Professor of their fitness for the studies of the class.

Candidates for Honours will be expected to attain to such proficiency as to be able to undertake original investigations, in some at least of the subjects of study.

The Lectures will include :—

1. An advanced Course in General Geology and Palæontology, in connection with which the Students will be required to read Dana's Manual and Owen's Palæontology.

2. Canadian Geology, in connection with which the Students will read the Report of the Geological Survey of Canada.

3 Practical Geology and determination of species: with books of reference from the College Library, specimens from the Museum and field work when practicable.

In addition to the above, the Student will be examined in any two of the following subjects:

1. The Systematic part of Botany as in Gray's "Text Book" and "Manual," and specimens illustrative of these books from the museum.

2. Owen's Lectures on the Invertebrate Animals, and specimens illustrative thereof from the museum.

3. Dana's Mineralogy, and specimens illustrative thereof from the museum.

4. Chemical Analysis, as taught in the Course of Practical Chemistry.

The Lectures in Natural History will be accompanied with demonstrations in the museum. Students in Natural History are also entitled to tickets of admission to the museum of the Natural History Society of Montreal.

CHEMISTRY AND MINERALOGY.

Professor, T. Sterry Hunt, M. A., F.R.S., &c.

Chemistry, Ordinary Lectures.—(*Students of the First Year, and Special Students.*) A course of about forty-five lectures, accompanied with experiments, and comprising an Elementary Course of General Chemistry. It will include the principles of Chemical Philosophy, the History of the Elements and their combinations, the principles of Organic Chemistry, and the History of the most important groups of Organic Compounds.

Chemistry, Practical Course.—(*Special Students.*) Practical instructions in Analytical Chemistry will be given in the Laboratory of the University. The amount of time to be devoted to this course will depend, in a measure, upon the requirements of the students. At present it is proposed to devote to it the mornings of each Tuesday and Thursday, during the Course of Chemical Lectures.

Text-Books—Fresenius, Qualitative Analysis, Croft's Manual, Bolley and Paul's Technical Analysis.

Mineralogy.—(*Students of the Fourth Year.*) The Course of Mineralogy will consist of sixteen Lectures, commencing on the 1st of November; and will embrace the principles of Classification, the Chemical and Physical characters of Minerals, including Crystallography, the methods of determining species, and Descriptive Mineralogy: with special reference to those species most important in Geology, or useful in the Arts.

Text-Books—Dana's Elements or Dana's Manual of Mineralogy. Nichol's Mineralogy.

METEOROLOGY.

Professor, Charles Smallwood, M. D., LL.D.

Instruction in Meteorological Observations will be given in the Observatory, at hours to suit the convenience of the senior students.

SPECIAL COURSE OF ENGINEERING.

No announcement of Lectures in Engineering for the Session of 1864-5, can as yet be made; but should it prove possible to make arrangements for their delivery, special notice will be given before the commencement of the Session.

AGRICULTURAL CHEMISTRY.

Professor Dawson.

A course of Lectures on this subject is delivered at the Normal School, and Special Lectures and instructions will be given to such students as may present themselves.

SPECIAL COURSE OF AGRICULTURE.

This course will include, in addition to the lectures on Elementary Chemistry and Agriculture, the subjects of English Literature, French, Mathematics, Natural History and Natural Philosophy, and will extend over two sessions.

The Library of the Faculty of Arts contains over 4000 volumes of standard works, selected with especial reference to the wants of Professors and Students, and open to their use during the Session.

The Apparatus includes Electrical and Pneumatic Instruments of the largest size and most modern construction, several Microscopes, a Telescope, and instruments illustrative of Statics, Dynamics, Hydrostatics, Heat, Optics, Astronomy and Geodesy. The Laboratory is fitted up with the apparatus necessary for the pursuit of practical researches in Chemistry. The Observatory is in constant use for Magnetical and Meteorological observations.

The Museum consists of: —

1. The general collection in Zoology, including specimens illustrative of the leading types in all the classes of Animals.
2. The general collection in Geology and Palæontology, including specimens illustrative of all the Geological periods.
3. The Holmes collection of 2,000 Canadian and Foreign Minerals.
4. The Holmes Herbarium, containing specimens of nearly all the plants indigenous to Lower Canada, and a large collection of exotic plants.
5. The Logan collection of 475 characteristic Canadian Fossils and Rocks.
6. The Couper collection of 2,400 Canadian Insects.

All these collections are used to illustrate the lectures, or are open to the inspection of Students.

LIST OF THE PRINCIPAL DONATIONS

TO THE

LIBRARY AND MUSEUM OF THE FACULTY OF ARTS

FROM JULY 1863 TO APRIL 1864 INCLUSIVE.

1. *To the Library.*

L. Stebbing, Esq., ... Eighty Years' Progress of British North America, 1 vol. 8vo.
Prof. A. D. Bache, S. U. S. C. Survey,... Reports of U. S. Coast Survey for 1859-60, 2 vols. with Appendix, pam.
Do do .... Discussion of the Magnet and Meteor. Obs. Girard Col., 1840-45. 2 pam.
Superintendent of Education, L. C., ... Report on Educ. for 1862. Engl. 1 pam.
Government of Canada, ... Sessional Papers, Nos. 1-4 to vol 21, 2 vols.
Do do .... Statutes of Canada for 1863, Eng. and Fr. 2 vols.
J. G. Ascher, Esq., ... Voices from the Hearth, 1 vol.
Principal Dawson. .... Air-Breathers of the Coal Period. pam.
Prof. T. Sterry Hunt, ... Extrait d'un Mémoire sur un Classement naturel des Corps appelés Vis Tellurique, pam.
Nova Scotian Institute of Nat. Science, ... Transactions of, Part 1st, pam.
Honorable C. D. Day, ... 613 vols. comprising chiefly Works on Law and History.
Government of Canada, ... Journals of Leg. Council. vol. 21st.
Do do .... Journals of Leg. Assembly, vol. 21st, 3 vols.
Do do .... Sessional Papers, Nos. 3, 5 & 6 to vol. 21st, 3 vols.
Lords Commissioners of the Admiralty,.... Greenwich Observations in 1861, 1 vol.
Honorable T. D'Arcy McGee, ... Popular History of Ireland, 2 vols.
Geological Survey of Canada, ... Geology of Canada, Report of Progress, 1 vol.
University of Toronto, ... Abstracts of Magnet, Observations. 1856 to 1862. 1 vol.
Rev. W. Wickes, ... Moses, or the Zulu? Reply to Bishop Colenso's Objections, 1 vol.
Government of Canada, ... Census of the Canadas for 1860-61, 1st vol.
Do do .... Journals of Leg. Council, vol. 22nd.
Do do .... Journals of Leg. Assembly, vol 22nd.
Do do .... Sessional Papers, vol 22nd.
Do do .... Statutes of Canada, 2nd Session. 1863, Eng. and Fr. 2 vols.
Government of Nova Scotia, ... Nova Scotia Journals for 1863. 1 vol.
Bureau of Agriculture, Quebec, ... Patents of Canada, 1821 to 1849, 1 vol.
Royal Society of London, ... Philosophical Transactions, 1860-63. 8 vols.
Do do .... Proceedings of vols 11 and 12, and 3 pam.
Do do .... List of Fellows of the Royal Society, pam.
Her Majesty The Queen, through His Excellency The Governor General. } Principal Speeches and Addresses of His Royal Highness The Prince Consort, 1 vol.

2. *To the Museum.*

Smithsonian Institution, Washington, ... Specimens of *Unio* from the Western States.
Prof. Darey, ... Specimens of Tern and Gull, and of crude Caoutchouc.
James Court, Esq., ... Collection of Plants from the Swiss Alps.
Geological Survey of Canada, ... Collection of Canadian Shells.
G. Barnston, Esq., ... Collection of Land Shells from the Philippines.
Miss Macintosh, ... Sponge from Murray Bay.
Mr. G. P. Rixford, ... Specimens of Astacus and of Aquatic Larvæ of Insects; *Bathyurus Saffordi* and other Fossils.
Mr. J. Bell. .... Collection of Canadian Plants.
Miss Brodie, ... Collection of Labrador Plants.
Mr. J. Whelan, ... Bones of a Seal from Post-pliocene Clay.
B. Gibb, Esq., ... Horn of African Rhinoceros.
Mr. J. Cutler, ... Fossil Mollusks from the Post-pliocene, R. Blanche, Ottawa.
Mr. J. G. Bayhs, ... Vertebra of a Whale.
Mr. R. J. Fowler .... Collection of Land and Fresh Water Shells of Canada, arranged and mounted.
Miss Lyman, ... Collection of Plants from the Alps.
G. Barnston, Esq., ... Collection of Canadian Mosses.

The Museum of the College contains valuable collections in Mineralogy, Geology and Palæontology, Zoology and Botany, arranged in such a way as to facilitate the labours of the student. It is not desired to accumulate a large or show collection; but to form an assemblage of typical forms suited to illustrate thoroughly the class lectures, and a local collection to aid in the study of the Natural History of Canada. Donations toward these objects are solicited from the friends of the University.

Programme of Lectures in the Undergraduate Course in Arts and Special Courses.

SESSION 1864-65.

FIRST YEAR.

Hours	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9		Classics.	Classics.	Classics.	
10	Mathematics.	Mathematics,	Mathematics.	Mathematics.	Mathematics.
11	English.	Elementary Chemistry.	History.	Elementary Chemistry.	English.
12	Classics.	* French or German.	English.	* French or German.	Classics.
1	*Hebrew.		*Hebrew.		

SECOND YEAR.

9	Classics.	Mathematics.	Mathematics,	Mathematics.	Classics.
10	Logic.	Botany.	French or German.	Botany.	Logic.
11	French or German.	‡ French or German	Logic.	‡ French or German.	French or German
12	† Mathematics.	Classics.	Classics.	Classics.	† Mathematics.
1	* Hebrew		* Hebrew.		

THIRD YEAR.

9	Mathematical Physics.	Zoology.	French or German.	Zoology	Mathematical Physics.
10	†Classics.	Classics.	Classics.	Classics.	† Classics.
11	† Mathematical Physics.	Moral Philosophy & Rhet.	‡ French or German.	Moral Philosophy & Rhet.	† Mathematical Physics.
12	‡ French or German.	§ Experimental Physics.	Mathematical Physics.	§ Experimental Physics	French or German.
1	* Hebrew		* Hebrew. § Drawing.		

FOURTH YEAR.

9	* German.	* French.		* French.	* German.
10	Geology.	Moral Philosophy.	Moral Philosophy.	Moral Philosophy.	Geology.
11	Classics.	† Mathematical Physics.	† Mathematical Physics.	† Mathematical Physics.	Classics.
12	†Geology. † Moral Philos'y	Experimental Physics.	† Geology.	Experimental Physics.	†Geology. † MoralPhilos'y.
2	Hebrew.	† Classics.		† Classics.	

Practical Chemistry, Tuesday and Thursday, at hours to be arranged with the class. *Agriculture*, (at the Normal School.) Wednesday, 4 to 6.
Library open every forenoon.

† For Candidates for Honours. * Optional or voluntary. ‡ Advanced Course. § From November 1st.—Advanced Course of Botany in Sept and October.

Faculty of Medicine.

The Principal (ex. officio.)

Professors,—Campbell.
Hall.
Fraser.
Sutherland.
Scott.
Wright.
Howard.
McCallum.
Craik.

Demonstrator,—Dr. Fenwick.

Dean of the Faculty,—G. W. Campbell, A.M., M.D.

The thirty-second Session of the Medical Faculty of the McGill University, will be opened on Monday, 7th November, 1864; and be continued during the six months following.

To young gentlemen in need of information upon the best manner of pursuing their studies, the following suggestions appear to recommend themselves.

Exclusively of general education, professional reading for some time previously to matriculation is advised as a preparation, whereby familiarity with technical terms will be gained, and an insight obtained into the subjects to be brought under notice during lectures.

Though three years constitute the shortest time required for College attendance, yet the Student is at liberty to extend it as much further as he pleases; the addition of a year, or even two, is considered to be a great benefit, for it obviates the crowding of branches within too brief a term, and permits of a more extensive attainment of the topics they embrace.

Attention is recommended to be given during the first Session to the primary branches entirely; during the second Session an increase is proper, and two of the final courses may be profitably conjoined with such of the antecedent as are required; while during the remaining period further advance is to be made by completing the cur-

riculum required of the candidate for graduation. Clinical courses should not be taken out during the first Session.

Matriculation is necessary every Session; it is required upon entrance or as early afterwards as possible, and always before any class tickets are procured. The Register is closed annually in the month of December. Class tickets must be taken out within the prescribed period of the current session, and will not be granted after its expiration.

The ample and varied means which are placed at the disposal of the student by this school in its spacious accommodations and abundant provisions, together with the large hospitals in connection with it, are briefly referred to in the following pages.

COURSES OF LECTURES.

The number of Professors in the Faculty is nine; the number of Classes, ten; two of the classes (often conjoined in European Schools) being held by one Professor.

1. ANATOMY.—(Prof. Scott)—The fresh subject is chiefly employed in the illustration of the Lectures in this branch, aided however, by dried preparations, wax models, plates full size of life, &c., The Dissecting Room is under the direction of the Professor, aided by the Demonstrator of Anatomy. It is open from 8 a.m. to 10 p.m., being lighted with gas. All the usual conveniences are supplied, and the Demonstrator will be in attendance to assist the pupils in their operations.

2. CHEMISTRY.—(Prof. Sutherland)—Inorganic Chemistry is fully treated; and a large portion of the course is devoted to Organic Chemistry and its relations to Physiology. The branches of Physics bearing upon or connected with Chemistry, also engage the attention of the class. For experimental illustration, abundant apparatus is possessed by the Professor, among which may be enumerated, a powerful Air Pump—Oxy-Hydrogen Microscope—Polariscope—Extensive series of Crystallographical models—Electrical and Galvanic apparatus, &c., &c.

3. MATERIA MEDICA.—(Prof. Wright)—This course is illustrated from a Cabinet of Pharmacological objects; by Plates of Medicinal Plants, (Roque, Stephenson and Churchill)—by dried specimens

&c., &c. Analytical experiments with the ordinary re-agents, are also shown; and diagrams, with other illustrations, are used.—*Dietetics, Pharmacy, and Therapeutics* are included in the course.

4. Institutes of Medicine.—(Prof. Fraser)—under which are comprised *Histology, Physiology, General Pathology and General Therapeutics.* The minute Structure and Composition of the various Organs, and the Fluids and Tissues of the Body in health and disease, are explained and illustrated by Microscopic Preparations, Plates and Preparations from the Museum.

5. Practice of Medicine.—(Prof. Howard)—The extensive series of plates contained in the Library, Libert, Cruveilhier, Carswell, Hope, Alibert, Willis, Bateman, &c., &c., will be employed; also Morbid Preparations and models of diseased parts.

6. Surgery.—(Prof. Campbell)—Divided into Principles and Practice, including Surgical Anatomy and Operative Surgery, exhibited on the subject.—Quain's large plates, Maclise, Dalrymple, &c. The various surgical instruments and apparatus exhibited, and their uses and application explained and practically illustrated.

7. Midwifery.—(Prof. Hall)—Including diseases of females and infants, illustrated by a series of Drawings on a large scale; by humid preparations; by models in wax; and by the use of the artificial Pelvis.

8. Medical Jurisprudence.—(Prof. McCallum)—Includes Toxicology—the modes of testing for poisons are exhibited, and post-mortem appearances illustrated by plates—Insanity, Public Hygiene and Medical Police are touched upon.

9. Clinical Medicine.—(Prof. McCallum.)—Taught by lectures, and at the bed side—Physical Diagnosis taught practically and each pupil invited to take part in it.—Examination of the urine, chemically and microscopically explained and illustrated.

10. Clinical Surgery.—(Prof Craik)—Taught in similar manner. For both these Classes ample material is afforded by the cases at the Montreal General Hospital.

11. Beside the above classes, Students are required to attend one course of Botany and one course of Zoology.

LIBRARY AND MUSEUM.

The Library contains upwards of 3000 volumes, including the most useful books for reference, as well as the recent elementary ones; the works of the older authors as well as the most recent. It is open to the Student without charge, under necessary regulations for the care of the books. The Museum contains a large number of preparations, chiefly pathological; also, wax and papier maché models.

HOSPITALS.

The Montreal General Hospital is visited every day by the Medical officers in attendance. After the visit a large number of out-door patients are examined and prescribed for.

The Operating Room (used also for a Lecture Room) is so constructed as to suit the convenience of the Students in obtaining a good view of the operations going on.

The University Lying-in-Hospital is under the direction of the Professor of Midwifery. Students who have already attended one course of his lectures, are furnished with cases in rotation.

PAST SESSION.

The number of Matriculated Students in the past Session was 177, of these 83 were from Canada East, 86 from Canada West, 1 from Nova Scotia, 1 from New Brunswick, 1 from Prince Edward Island, and 5 from the United States.

The number of Students who passed the Primary Examination, which includes Anatomy, Chemistry, Materia Medica, Institutes of Medicine, and Botany or Zoology, was 31, as follows:—

Mr. John W. Bligh, Quebec C. E
" Kenneth Reid, Huntingdon, "
" George C. Butler, Bristow, C. W.
" John B. Christie, Oxford Mills, "
" Edward B. Gibson, Ottawa, "
" Edward B. Hurd, Eaton, C. E.
" Henry L. Vercoe, Fingall, C. W
" Prosper M. Bender, Quebec, C.E
" Milis K. Church, Merrickville "
" James Fitzgerald, Fenelon Falls "
" Napoleon Mongenais, Rigaud, "
" James T Halliday, Bowmanville, "
" Alfred Beaudet, Coteau du Lac. "
" Malcolm R. Meigs, Bedford, "
" E. R. Switzer, Ernestown, C.W.
" John C. Jones, Prescott, "
Mr. Stewart Crichton, Prescott, C.W.
" Silas J. Bower, Kemptville, "
" Alex. R. Pinet, St Laurent, C.E.
" John W. McVean, Montague, C.W.
" Charles E. Graham, Ottawa, "
" Timothy Bigelow, Whitby, "
" Abraham G Godfrey, Chicago, U.S
" Walter J. McInnes, Victoria, C.W.
" Alfred Cedd, Ottawa, "
" Richard T. Lanchell Ottawa, "
" Henry C. Rugg, Compton, C. E.
" Hannibal W. Wood, Durham, "
" T A. Dufort, St. Mark, "
" John Cassidy, Goderich, C. W.
" Geo. Sherk, Walpole, "

The following list contains the names of the students presented for the degree of M. D., C. M., their residences and the subjects of their Theses.

William Wood Squire, M.A.,	Montreal, C.E.,	Pathology and treatment of some forms of Partial Paralysis.
Griffith Evans, R.A.,	Montreal C.E.,	Pathogensis and Histology of Tuberculosis.
James Patterson,	Almonte, C.W.,	Fractures of the Femur.
David Howard Harrison,	St. Mary's, C.W.,	Bronchitis.
Herbert S. Tew,	Montreal, C.E.,	Cod Liver Oil.
Chas. F. Bullen,	Delaware, C.W.,	Cases of continued fever as observed in the Montreal General Hospital.
Richard A. Kennedy,	Montreal, C. E.	Vesico Vaginal Fistula.
David Robertson,	Milton, C. W.,	Ovarian Cystic Tumours.
George Dice,	Milton, C. W.,	Anæmia.
Alex. A. Ferguson,	Cornwall, C. W.,	Morbus Addisonii.
Horace P. Redner,	Belleville, C. W.,	Esoteric Fever, as observed in the Neighborhood of Belleville.
John Dodd,	Port Hope, C. W.,	Acute Rheumatism.
William Kempt,	Lindsay, C. W.,	Diphtheria.
Peter A. McDougall,	Aylmer, C. E.,	Traumatic Tetanus.
Marcel Richard,	St. Jaques, C. E.,	Small Pox.
Charlemagne Dubuc,	Montreal, C. E.,	Pathologie Generale des Secretions.
John D. McCord,	Montreal, C. E.,	Hydrocyanic Acid.
Alex. R. Pinet,	St. Laurent, C E.,	de l'Hysterie.
Mills Kemble Church,	Merrickville, C.W.,	Scarlatina.
Edward B. Gibson,	Ottawa, C. W.,	Digitalis Purpurea.
Kenneth Reid,	Huntingdon, C. E.,	Choloroform.
Montrose A. Patten, M. D.,	St. Louis, Missouri, U.S.	The Ophthalmoscope and its revelations.
Saml. Pratt Woodfull, Assistant Surgeon, Royal Artillery, Toronto, C. W.,		Paralysis.

Prosper Bender, Quebec, C. E., James A. Temple, Quebec, C. E., and John R. Richardson, Quebec, C. E., passed their examination for graduation, but not being of age, could not receive their Degrees until the next Convocation.

PRIZES

The three University prizes,—given this Session by the Medical Faculty,—were awarded as follows :

For the best Thesis, Wm. W. Squire, A. M., Montreal.

For the best Examination in the Final branches, D. Howard Harrison, St. Mary's.

For the best Examination in the Primary branches, Kenneth Reid, Montreal.

The Professor's prize in Clinical Medicine, to Wm. W. Squire, Montreal, and Herbert S. Tew, Montreal.

In Botany the prize was given to W. H. Fraser, Perth.

In Zoology to W. H. Fraser, Perth.

The Theses that were deemed worthy of competing for the prize, were those of Messrs. C. F. Bullen, W. Kempt, and Mills K. Church.

EXTRACTS FROM THE REGULATIONS OF THE FACULTY.

Chap. I.

Relative to the Courses of Lectures, Fees, &c.

1st. Each Professor shall deliver at least five lectures during the week, except in the classes of Clinical Medicine and Clinical Surgery, in which only two Lectures shall be required; and in that of Medical Jurisprudence, if extended through six months, in which case three Lectures a week shall suffice.

2nd. Each Lecture shall be of one hour's duration.

3rd. Every Professor shall occasionally examine his class upon the subjects treated of in his preceding Lectures; and every such examination shall be considered a Lecture.

4th. A roll of the names of the Students attending each class shall be called from time to time.

5th. All tickets which have not a Certificate of attendance attached, shall be rejected when presented as testimonials previous to examination, unless the omission can be satisfactorily accounted for.

6th. The Fee for each class shall be $12, with the following exceptions: for that of Medical Jurisprudence, $10; for those of Clinical Medicine and Clinical Surgery, $6 each, for Botany and Zoology, $5. The Class Fees are payable in advance.

7th. Any Student, after having paid the fees, and attended two courses of any class, shall be entitled to a perpetual ticket for that class.

8th. The course of all the classes, except those of Clinical Medicine, Clinical Surgery and Medical Jurisprudence, shall be of six month's duration; the Classes of Clinical Medicine and of Clinical Surgery of three months' duration; and that of Medical Jurisprudence, either of three months' duration, in which case Five Lectures a week shall be given, or of six months' duration, in which case only three Lectures a week shall be required.

9th. The courses shall commence on the first Monday in November, and with the exception of a vacation at Christmas, shall continue to the end of April.

10th. The matriculation examinations will be held during the first week of the Session.

Chap. II.

Of the Qualification and Studies of Students and Candidates for the Medical Degree.

1st. All Students desirous of attending the Medical Lectures, shall, at the commencement of each Session, enroll their names and residences in the Register of the Medical Faculty, and procure from the Registrar a ticket of Matriculation, for which each Student shall pay a fee of $2.

2nd. The said Register shall be closed on the 31st day of December in each year, and no tickets obtained from any of the Professors shall be received without previous Matriculation.

3rd. No one shall be admitted to the Degree of Doctor of Medicine and Master of Surgery who shall not either; 1stly, have attended Lectures for a period of at least Four Sessions in this University, or some other University, College, or School of Medicine, approved of by this University, or 2ndly, have studied medicine during at least Four years, and during that time have attended Lectures for a period of at least Three Sessions, either in this University or some other University, College, or School of Medicine, approved of by this University.

4th. Candidates for the final Examination shall furnish Testimonials of attendance on the following branches of Medical Education, viz:

Anatomy,
Chemistry,
Theory and practice of Surgery,
Principles and practice of Surgery,
Midwifery and diseases of Women and Children,
Materia Medica and Pharmacy,
Clinical Medicine,
Clinical Surgery,
Practical Anatomy,
Institutes of Medicine,

} Of which two Courses will be required

Medical Jurisprudence,
Botany and Zoology,

} Of which one Course will be required.

Provided, however, that Testimonials equivalent to, though not precisely the same as those above stated, may be presented and accepted.

5th. The Candidate must also give proof by ticket of having attended during twelve months the practice of the Montreal General Hospital, or that of some other Hospital, approved of by this University.

6th. Moreover no one shall be permitted to become a Candidate for examination who shall not have attended at least One Session of this University, and during that Session at least four six months' classes, or three six months' and two three months' classes.

7th. Students in Medicine will be examined in Classics, and in English or French Composition, the standard being such as may from time to time be determined by the Faculty.

8th. Every Candidate for the degree must, on or before the first day of April, present to the Dean of the Medical Faculty testimonials of his qualifications, entitling him to an examination, and also a Thesis or inaugural dissertation, written by himself, on some subject connected with Medical or Surgical Science, either in the Latin, English or French Language. He must at the same time, deliver to the Dean of the Faculty the following Certificate:

Montreal———18—.

I, the undersigned, being desirous of obtaining the Degree of Doctor of Medicine and Master of Surgery, do hereby declare that I have attained the age of twenty-one years (or, if the case be otherwise, that I shall have attain-

ed the age of twenty-one years before the next graduation day), and that I am not, (or, shall not be at that time) under articles as a pupil or apprentice to any Physician, Surgeon, or Apothecary. (Signed), A. B.

9th. The trials to be undergone by the Candidate shall be:

1. The matriculation examination referred to in Section 7 supra. Students will undergo this Examination in the first session of their attendance, unless allowed to postpone it by special permission of the Faculty.

2. The private examination of his Thesis as evidence both of Medical and General acquirement, followed (if approved) by its public defence.

3. A general examination on all the branches of Medical and Surgical Science, either oral or by written papers, as may from time to time be determined by the Faculty.

This examination will be divided into Primary and Final, the former comprehending the branches of Anatomy, Chemistry, Materia Medica, Institutes of Medicine, and Zoology or Botany; the latter, those of Practice of Medicine, Surgery, Midwifery and Medical Jurisprudence. It will be optional with the student to present himself for the primary examination at the end of the third session.

10th. The following Oath or affirmation will be exacted from the Candidate before receiving his Degree:

SPONSIO ACADEMICA.

In Facultate Medicinæ Universitatis Collegii McGill.

Ego, A———B———; Doctoratus in Arte Medica titulo jam donandus, sancto coram Deo cordium scrutatore, spondeo, me in omnibus grati animo officiis, erga hanc Universitatem ad extremum vitæ halitum, perseveraturum; tum porro artem medicam, caute, caste et probe exercitaturum, et quoad in me est, omnia ad ægrotorum corporum salutem conducentia cum fide procuraturum; quæ denique, inter medendum, visa vel audita silere conveniat, non sine gravi causa vulgaturum. Ita præsens mihi spondenti adsit Numen.

11th. The fee for the degree of Doctor of Medicine and Surgery shall be twenty dollars, to be paid by the successful Candidate immediately after examination, together with a Registration Fee of one dollar.

12th. The money arising from the Fees of Graduation, as well as those of Matriculation, shall be applied to the enlargement of the Medical Library and Museum, and to defraying their expenses.

BOOKS RECOMMENDED TO STUDENTS

Anatomy.—Sharpey and Quain, Wilson, Ellis, Dublin Dissector, and Grey.

Chemistry.—Graham, Kane, Silliman.

Materia Medica.—Pereira's Elements, Royle's Manual, Wood's Therapeutics Stillé's Therapeutics.—Pereira on Food and Diet.

Institutes of Medicine, *Physiology*.—Carpenter's Principles of Human Physiology, Kirke and Paget's Manual, Todd and Bowman's Physiological Anatomy. *Pathology*.—Williams' Principles of Medicine, Chomel and Vogel's General Pathology.

Surgery.—Paget's Surgical Pathology, Miller's Principles and Practice Erichsen's Surgery, Druitt's do, Pirrie's do.

Practice of Medicine.—Wood's Practice of Medicine, Watson's Practice of Physic, Hooper's Physicians' Vademecum by Guy, Barlow's Practice.

Medical Jurisprudence.—Orfila Medicine Legal, Devergie Medicine Legal, Theorique et Pratique, Taylor's Jurisprudence, Guy's Forensic Medicine, Taylor on Poisons.

Midwifery.—Churchill, Ramsbotham, Cazeaux.

N.B. Boarding may be obtained at from Twelve to Sixteen Dollars per Month.

Medical Faculty.---Time Table.---Session 1864-65.

	Monday.	Tuesday.	Wednesday	Thursday.	Friday.	Saturday.	
INSTITUTES OF MEDICINE, ...	9	9	9	9	9		A.M.
SURGERY, ...	10	10	10	10	10		
MIDWIFERY, ...	11	11	11	11	11		
HOSPITAL, ...	12	12	12	12	12	12	NOON.
CLINICAL LECTURES, ...			12			12	
ANATOMY, ...	2	2	2	2	2		P.M.
MATERIA MEDICA, ...	3	3	3	3	3		
PRACTICE OF PHYSIC	4	4	4	4	4		
NATURAL HISTORY, ...	4				4	9 A.M.	
MEDICAL JURISPRUDENCE, ...	5		5		5		
CHEMISTRY, ...	7	7	7	7	7		

Faculty of Law.

The Principal, (ex-officio.)

Professors—Badgley.
Abbott.
Torrance.
Lafrenaye.
Laflamme.
Carter.

Dean of the Faculty,—Hon. J. J. C. Abbott, Q.C., B.C.L.

The several courses of Lectures in the Faculty of Law, comprise every branch of Legal Study.

The Educational Officers of this Faculty have felt that the Law of Lower Canada, though in many of its details purely local, retains, as its leading characteristics, the noble and imposing features of the civil law, and that the principles established in the Roman jurisprudence, still form the groundwork of many of its departments. The Lectures, therefore, though prepared with especial reference to the Law of Lower Canada, have been as far as consistent with their primary object, divested of any purely sectional character, and are made to inculcate such comprehensive principles, as form, to a great extent, the basis of every system of jurisprudence.

It is considered that this system will afford to students of the Laws of Lower Canada, a better foundation for their subsequent studies, and tend to give them a more extended and comprehensive grasp of legal subjects, than a course of instruction conducted solely with reference to local law; while it is hoped, in view of the increased importance which the study of civil law is everywhere assuming, that the advantages offered, and the mode of education adopted by this Faculty, will open to it an extensive field of usefulness.

The complete course of study in this Faculty extends over three years; but may be shortened to two years, when the student matriculates in the third year of his indentures.

The following are the subjects comprised in the complete course of three years :—

TO STUDENTS OF THE FIRST YEAR.

On Public and Constitutional Law.

Professor CARTER.

On obligations, and on the general principles of the Law of Contracts.

Professor ABBOTT.

On the Civil Law. Persons under the Roman Law, Inst. B. I.

Professor TORRANCE.

On the origin and History of the Laws of France, of England, and of Lower Canada.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.
Minority.
Tutors and Curators.
Husband and Wife.
Fiefs.
Servitudes.

Professor LAFLAMME.

TO STUDENTS OF THE SECOND YEAR.

On Criminal Law.

Professor CARTER.

On Commercial Contracts.
Agency.
Bailments.
Partnerships.
Bills and Notes.
Insurance.

Professor ABBOTT.

On the Civil Law.
Property in Possession, *jus in re*. Inst. B I. & II., B. III.T. 1–13.

Professor TORRANCE.

On Legal Bibliography,
The Bibliography of English Law;
of French Law; and
of Canadian Law;

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.
Successions.
Donations and Wills.
Contracts of Marriage.
Community of Property.

Professor LAFLAMME.

TO STUDENTS OF THE THIRD YEAR.

On Criminal Law.

Professor CARTER.

On Commercial Contracts.
Shipping, and Merchant Seamen.
Sale.
Pleading.
Practice.

Professor ABBOTT.

Inst. B. III. T. 14-30. & B. IV.
International Law.
Conflict of Laws.
Evidence.

Professor TORRANCE.

On Leases.
Deposits.
Sequestrations.
Pledges.
Suretyships.
Compositions.
Imprisonments.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.
Dower.
Privileges and Hypotheques.
Prescriptions.
Judicial Sales.

Professor LAFLAMME.

Students who avail themselves of the privilege of attending two years only, will, nevertheless, be required to pass an examination in the subjects comprised in the three years' course.

Occasional Students will be received without matriculation, for attendance on any particular series of Lectures; and Students in the Faculty of Arts will be permitted to attend any of the courses, on such terms and conditions as may be fixed by that Faculty.

The matriculation fee is ten shillings, payable only by Students who have not previously matriculated in any other Faculty. The annual fee for the full course of Lectures is fixed for the present at three pounds ten shillings; for attendance on any one series of Lectures, one pound five shillings per annum, and the fee on graduation, including *diploma*, is one pound five shillings.

Students who have completed their course of three years,—or of two years, if they have commenced in the third year of their indentures,—and have passed a satisfactory examination, will be entitled, upon the certificate and recommendation of the Law Faculty, to the Degree of Bachelor of Civil Law.

Applications for admission may be made to the Dean of the Faculty or to the Secretary of the College.

Prizes, Honours and Standing.

Session 1863-64.

FACULTY OF LAW.

RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

3rd Year.

1. Alfred Welch, 1st in 3 classes, and 2nd in two. 2. Henri Lesieur Desaulniers, 1st in 1, 2nd in 1; Wilfrid Laurier, equal.

2nd Year.

1. Norman William Trenholme, 1st in 3 classes; 2. Elisha Styles Lyman.

1st Year.

1. Richard Stoddart Lawlor, 1st in 2, 2nd in 2 classes; 2. C. Alphonse Geoffrion.

STANDING OF STUDENTS IN THE RESPECTIVE CLASSES.

3rd Year.

Commercial Law, Prof. Abbott—1st, Alfred Welch; 2nd, John Boyd.
Civil Law, Prof. Torrance—1st, Henri Lesieur Desaulniers; 2nd, Alfred Welch.
Legal History and Bibliography, Prof. Lafrenaye—1st, Alfred Welch; 2nd, Henri Lesieur Desaulniers.
Customary Law and the Law of Real Estate, Prof. Laflamme—1st, Wilfrid Laurier, Richard A. A. Jones, equal; 2nd, Alfred Welch.
Criminal and Constitutional Law, Prof. Carter—1st, Alfred Welch; 2nd, Wilfrid Laurier.

2nd Year.

Prof. Abbott—1st, Norman William Trenholme; 2nd, George W. Hill.
Prof. Torrance—1st, Norman William Trenholme; 2nd, Elisha Styles Lyman
Prof. Lafrenaye—1st, Elisha Styles Lyman; 2nd, F. E. Gilman.
Prof. Laflamme—1st, Norman William Trenholme; 2nd, G. W. Hill.

1st Year.

Prof. Abbott—1st, R. Stoddart Lawlor; 2nd, C. Alphonse Geoffrion.
Prof. Torrance—1st, R. Stoddart Lawlor; 2nd, Ed. Ruthven Johnston, Robert Anstruther Ramsay, equal.
Prof. Lafrenaye—1st R. A. Ramsay,; 2nd, Richard Stoddart Lawlor, C. Alphonse Geoffrion, equal.
Prof. Laflamme—1st, C. Alphonse Geoffrion; 2nd, R. Stoddart Lawlor.

FACULTY OF MEDICINE.

PRIZES.

William Wood Squire, M.A., for the best Thesis.
Daniel Howard Harrison, for the best Final Examination
Kenneth Reid, for the best Primary Examination.
Messrs. Bulles, Reid Kempt and Church's Theses were considered worthy of competing for the prize.
William Wood Squire, M.A., Herbert Tew, Professor's prizes in Clinical Medicine.
W. H. Fraser, Professor's prize in Botany.
W. H. Fraser, Do in Zoology.

LIST OF MEDICAL STUDENTS WHO HAVE PASSED THE EXAMINATIONS IN BOTANY AND ZOOLOGY.

BOTANY. (*Class 1st*)—W. H. Fraser, (Prize) Wm. Shaw, John McCurdy, G. Dickenson, F. A. Cutter, Louis Fortune, G. H. Brownlow, H. M. Jones, Jas. Howard, J. A. S. McDonald. (*Class 2nd*)—John Burgess, A. C. Savage, J. M. Oliver, G. B. Powers, C. O'Reilly, R. D. McArthur, H. H. Grant, W. Fuller, J. Vicat, J. A. Ardagh, W. M'Carthy, R. A. Jameson, C. C. Church, J. R. Smallwood, A. O. Stimpson, Wm. Malloch. (*Class 3rd*)—G. Sherk, A. Proudfoot, W. G. Bryson, E. A. Duclos, W. Vandervort, J. D. McLeay, R. Gordon, A. Roy, W. Grant, W. Worminton.

ZOOLOGY. (*Class 1st*)—W. H. Fraser, (Prize). (*Class 2nd*)—W. De W. C. Law.

FACULTY OF ARTS.

HONOURS AND PRIZES.

Graduating Class.

B. A. Honours in Mathematics and Natural Philosophy.

DUFF, ARCHIBALD, 1st Rank Honours; *Anne Molson Gold Medal.*

B. A. Honours in Classics.

PEASE, GEORGE H., 1st Rank Honours; *Prince of Wales Gold Medal.*
McGREGOR, JAMES, 1st Rank Honours.

B. A. Honours in Natural Science.

BOTHWELL, JOHN A., 1st Rank Honors; *Logan Gold Medal.*
SHERRILL, ALVAN F., 1st Rank Honours, and highest general standing; *Chapman Gold Medal.*

BOTHWELL, JOHN A., Prize in Mental and Moral Philosophy; Prize Essay.
MUIR, J. N., Prize in German.

Third Year.

BANCROFT, CHARLES—1st Rank General Honours; prize in Natural Science. Prize for collection of Plants.
FOWLER, WILLIAM—1st Rank General Honours.
BREWSTER, WILLIAM—1st Rank General Honours; Prize in Classics—Prize in French.
McQUAT, WALTER—1st Rank General Honours; 2nd Rank Honours in Mathematics, Prize in Mathematics; Prize in Rhetoric.
MORRISON, JAMES—2nd Rank General Honours.

Second Year.

BETHUNE, MEREDITH B.—(High School.) 1st Rank General Honours; Prize in Logic. Prize in Botany.
MACDUFF, A. RAMSAY—(High School). 1st Rank General Honours; Prize in English Literature; Prize in Botany.
STEWART, COLIN CAMPBELL—(Nova Scotia.) 1st Rank General Honours; 2nd Rank Honours in Logic; Prize in Hebrew.
ANDERSON, JACOB DEWITT—(High School.) 2nd Rank General Honours; 1st Prize in German.
BROWNE, ARTHUR ADDERLEY—(High School.) 2nd Rank General Honours.
CHIPMAN, CLARENCE—(High School.) 2nd Prize in German.

First Year.

YULE, WILLIAM ANDREW—(Lennoxville) 1st Rank General Honours; Prize in Classics and History; Prize in English Literature; Prize in Chemistry.

HALLIDAY, CALEB STRONG—(High School.) 1st Rank General Honours; Prize in Classics and History.

FRASER, GEORGE BANE—2nd Rank General Honours.

BROWN, CHAS. E. C.—(Lennoxville.) 2nd Rank General Honours; 1st Rank Honours in Mathematics; Prize in Mathematics.

Engineering.

RIXFORD, GULIAN P.—Prize in Engineering.

STANDING OF STUDENTS IN THE SEVERAL SUBJECTS.

LOGIC, MORAL AND MENTAL PHILOSOPHY, ENGLISH LITERATURE.

Ordinary B.A. Examination.—(Moral and Mental Philosophy)—Class 1st: Bothwell. (Prize). Class 3rd: Hicks, Muir, Green, Baynes.

Third Year.—(Rhetoric and English Literature)—Class 1st: McOuat (prize), Brewster, Bancroft, Fowler, James D. Morrison, Gibb.

Second Year.—(Logic)—Class 1st: Bethune (prize), Macduff. Class 2nd: Perrigo, Stewart, Tabb, Chipman. Class 3rd: McLeod, Anderson, Hart, Brown, Morrison, Watts, Becket, Smith

(English Literature)—Class 1st: Macduff (prize), Bethune, Stewart Chipman. Class 2nd: Browne, Anderson, Tabb, Perrigo, Morrison, John; McLeod.

First Year.—(English Literature)—Class 1st: Yule (prize), Halliday. Class 2nd: Fraser, Brown. Class 3rd: McDougall, Foster.

CLASSICS AND HISTORY.

Ordinary B. A. Examination.—(*Greek.*)—Class 1st: Sherrill, Pease, McGregor; Class 2nd: Hicks, Muir. Class 3rd: None.

(*Latin.*)—Class 1st: Sherrill, Pease, McGregor; Class 2nd: Hicks, Muir; Class 3rd: Baynes, Green.

Third Year.—(*Greek.*)—Class 1st: Brewster (prize), Fowler, Bancroft. Class 2nd: McOuat, Morrison Jas. Class 3rd: Gibb.

(*Latin.*)—Class 1st: Brewster (Prize), Fowler, Bancroft. Class 2nd: McOuat, Morrison (Jas.), Gibb. Class 3rd: None.

Second Year.—(*Greek.*)—Class 1st: Anderson, Stewart, Watts, Chipman, Bethune. Class 2nd: Browne, Macduff, Hart, Tabb, Becket, Perrigo, Smith. Class 3rd: McLeod, Morrison.

(*Latin.*) Class 1st: Anderson, Macduff, Bethune, Browne. Class 2nd: Hart, Chipman, Stewart and Watts, equal; Becket. Class 3rd: McLeod, Perrigo, Tabb, Smith, Morrison.

First Year.—(*Greek.*)—Class 1st: Halliday (prize), Yule, Fraser. Class 2nd: Foster, Brown. Class 3rd: Macdougall.

(*Latin.*) - Class 1st: Yule (prize), Halliday, Fraser. Class 2nd: Foster, Brown. Class 3rd: Macdougall.

(*History*)—Class 1st: Halliday and Yule, equal, (prize). Class 2nd: Fraser, Foster. Class 3rd: Macdougall, Brown.

Honour Examinations.

B. A. Honours.—(*First Rank*)—George H. Pease; James McGregor.

MATHEMATICS AND NATURAL PHILOSOPHY.

Ordinary B. A. Examination.—Class 1st: Duff, Archibald; Sherrill, Alvan F; McGregor, James. Class 2nd: Muir, John N. Class 3rd: Hicks, Francis W.; Baynes, Donald; Green, Lonsdale.

Third Year.—Class 1st: MacOuat, Walter; Morrison, James; Fowler Wm.; Bancroft Charles. Class 2nd: None. Class 3rd: Brewster, Wm.; Gibb, Charles.

Second Year.—Class 1st: Bethune, Meredith; Watts, William John; MacDuff, A. Ramsay; Browne, Arthur; Anderson, Jacob DeWitt.; Stewart, Colin C; Hart, Lewis. Class 2nd: Chipman, Clarence; Tabb, Silas E.; Perrigo James; Smith James; McLeod, Hugh. Class 3rd: Morrison, John; Beckett, William.

First Year.—Class 1st: Brown, Charles, E. C.; Fraser, George; Halliday, Caleb S.; Yule, William. Class 2nd: MacDougall, William. Class 3rd: None.

Honour Examinations.

B. A. Honours.—(*First Rank.*)—Duff, Archibald.

Third Year.—(*Second Rank.*)—MacOuat, Walter; (prize).

Second Year.—None.

First Year.—(*First Rank.*)—Browne, Charles E. C. (prize).

Engineering Examination in Mathematics and Natural Philosophy

Class 1st: Rixford, Gulian P.

NATURAL SCIENCE.

Ordinary B. A. and Engineering Examinations,—(Geology and Mineralogy) Class 1st: Bothwell, Sherrill, Duff. Class 2nd: Rixford, Greene, Pease, Muir, Hicks. Class 3rd: Baynes.

Third Year.—(Zoology)—Class 1st: Bancroft (prize), Fowler, Gibb, Morrison, Class 2nd: Brewster, McOuat.

Second Year.—(Botany)—Class 1st: Bethune and McDuff, equal, (prize); Stewart, Brown, Perrigo, Tabb. Class 2nd: Chapman, Beckett, Anderson, Watt, McLeod. Class 3rd: Hart, Morrison, Carmichael, Smith.

First Year.—(Chemistry)—Class 1st: Yule (prize), McDougall. Class 2nd: McLauchlan, Browne. Class 3rd: Halliday, Foster, Fraser.

Honour Examinations.

B. A. Honours.—(*First Rank*).—John A. Bothwell: Alvan F. Sherrill.

FRENCH.

3rd Year.

Advanced Course.—Class 1st, Brewster (prize); Class 2nd, Fowler, Bancroft. Class 3rd, none.

Elementary Course.—Class 1st, McOuat; Class 2nd, Gibb, Morrison; Class 3rd, none.

2nd Year.

Advanced Course.—Class 1st, none; Class 2nd, Bethune, Chipman, (vol) McDuff and Watts (equal) Hart and Perrigo (equal); Class 3rd, Tabb, Smith.

Elementary Course.—Class 1st, none; Class 2nd, McLeod; Class 3rd, Brown, Carmichael.

GERMAN.

Ordinary B. A. Examination.—Class 1st, J. N. Muir (Prize).

Third Year, Elementary Course.—Class 1st, W. Court.

Second Year, Elementary Course.—Class 1st, Anderson (Prize); Chipman. Class 2nd, Watts.

HEBREW.

Senior Division—Class 1st, Stewart (Prize), Hart; Class 2nd, H. McGregor.

Junior Division—Morrison.

ENGINEERING.

Senior Year.—Class 1st, Rixford.

Students of the University.

Session 1863–64.

FACULTY OF LAW.

Bothwell, John Alexander,
†Boyd, John, B.A.
Bure, Arthur.
Brossoit, Thomas.
Butler, Thomas P.
Carter, Christopher Benfield.
Choquet, Ambroise.
Couillard, Jean Baptiste.
Cushing, Lemuel, Jr., B.A.
Dansereau, Arthur.
†Davidson, Leonidas Heber, B.A.
Dettmers, Frederick.
†Desaulniers, Henri Lesieur.
Dewitt, Caleb Strong, B.A.
Drummond Charles George Bruce, B.A
Duprat, Pierre Urgel.
†Durand, Nephtalie.
Farmer, William Owen.
†Galarneau, Joseph Antoine.
Gilman, Francis E., B.A.
Geoffrion, C. Alphonse.
Green, Lonsdale,
Hill, George W.
Holton, Edward.
Houliston, Alexander.
Johnson, Edwin Ruthven.
†Jones, Richard A. A.
†Joseph, Joseph O.
Kenney, William Robert.
Kimber, Réné Edouard.
Lamère, Emmanuel.
†Laurier, Wilfrid.
Lawlor, Richard Stoddart.
Lyman, Elisha Stiles.
Pratt, Jean Charles Alfred.
Ramsay, Robert Anstruther, B.A.
Rixford, Emmett H.
Ronayne, John.
Rose, William.
Robidoux, Joseph Emery.
†Stevens, Charles O.
Tanguay, Michel Joseph Rémi.
†Taschereau, Arthur.
Trenholme, Edward H.
Trenholme, Norman William, B.A.
Terrill, Joseph Lee.
Watson, Samuel James.
†Welch, Alfred.

† B. C. L.; 1864.

FACULTY OF MEDICINE.

Adam, Henry, Whitby, C.W.
Alexander, John Robinson, Mascouche, C.E.
Anderson, Alexander, Georgina, do.
Anderson, J. Colborne, Sorel, do.
Ardagh, J. Arthur, Orilia, C.W.
Baynes, Donald, Montreal, C.E.
Bender, Prospere, Quebec, do.
Bernier, Chas. F. X., Cap St. Ignace, do.
Bigelow, Timothy, Whitby, C.W.
Blair, R. Crammond, Ha-Ha-bay, C.E.
Bligh, John William, Quebec, do.
Bower, John Silas, Kemptville, C.W.
Brewster, Charles, Montreal, C.E.
Brownlow, John Henry, Brockville, C.W.
Bryson, Wm. Graham, Lindsay, do.
Bullen, Charles P., Delaware, do.
Burch, B. Franklin, Lachute, C.E.
Burgess, John, Belleville, C.W.
Burrows, Philip P., Ottawa, do.
Butler, George C., Brighton, do.
Cabanne, J. Sheppard, St. Louis Missouri, U.S.
Campbell, Samuel, Williamston, C.W.
Case, Wm. H., Hamilton, do.
Cassady, John, Goderich, do.
Christie, Alexandre, Montreal, do.
Christie, John Boyd, Oxford Mills, do.
Church, Clarence R., Merrickville, do.
Clark, Willoughby, Bowmanville, do.
Clement, Augustine V., St Hyacinthe, C.E.
Codd, Alfred, Ottawa, C.W.
Collins, Charles W., Quebec, C.E.
Cooke, Charles Henry, Bruecfield, Mt. Pleasant, C.W.
Cox, Frank, Charlottetown, P. Edward Island.
Crichton, Stuart, Prescott, do.
Cullen, John Godfrey, Ottawa, do.
Cutter, Frederick A., Sutton, C E.
Daigneau, Stanislaus, Shefford, do.
Dansereau, Charles, Vercheres, do.

Daoust, Norbert, Pointe Claire, C.E.
Davidson, A. Reginald, Montreal, do.
DeGrosbois, Tancred B., Chambly, do.
Denny, Benjamin, Cornwall, C.W.
Dice, George, Milton, do.
Desmarchais, Francois, Cote des Neiges, C.E.
Dickinson, George, Quebec, do.
Dodd, John, Port Hope, C.W.
D'Orsey, Thomas G., Philadelphia, U.S.
Dougan, William, St. Catherines, C.W.
Dubuc, Charlemagne, Montreal, C.E.
Duclos, Edrom A., Montreal, do.
Dufort, Thadee A., St. Mark, do.
Duncan, George, Montreal, do.
Ethier, Caliste, St. Joseph du Lac, do.
Evans, Griffith, Montreal, do.
Falkner, Alexander, Lancaster, C.W.
Ferguson, Alexander R., Glengary, do.
Ferguson, John C., Cumberland, do.
Fergusson, Alexander A., Cornwall, C.E.
Fitzgerald, James, Fenelon Falls, C.W.
Forrest, James R. V., Chitontioni, do.
Fortune, Lewis, Huntingdon, C.E.
Fraser, Duncan R., Montreal, do.
Fraser, William H., Perth, C.W.
Fuller, William, London, do.
Gardner, William, Beaubarnois, C.E.
Gendron, Alfred, Beauport, do.
Gibson, Edward B., Ottawa, C.W.
Godfrey, Abraham C., Chicago, Illinois, U.S.
Gordon, Robert, Osnabruck, C.W.
Graham, Adam C., St. Catherines, do.
Graham, Chas. Everitt, Ottawa, do.
Grant, William, Williamstown, do.
Grant, William Henry, Montreal, C.E.
Greig, Robert G., Montreal, do.
Halliday, James T., Bowmanville, C.W.
Hall, James Burgess, Montreal, C.E.
Haskin, Henry, Montreal, do.
Harrison, David H., St. Mary's, C.W. do.
Hart, David Alexander, Montreal, do.
Harwood, Chas., Vaudreuil, do.
Hayes, James, Simcoe, C.W.
Hervey, Jonas Jones, Brockville, do.
Hickey, Charles E., East Williamsburg, do.
Hodgson, Amos T., Montreal, C.E.
Howard, James, St. Andrews do
Hurd, E. Payson, Eaton, do.
Irvine, James, Clark, do.
Jamieson, Robert A., Walpole, C.W.
Jones, Henry Mitchell, Belleville, do.
Jones, John Cornelius, Prescott, do.
Kennedy, Richard A., Montreal, C.E.
Kemp, Simon, Montreal, do.
Kempt, William, Lindsay, C.W.
Knowles, James Alexander, Cookstown, do.
Lang, Thomas D., Owen Sound, do.
Langrell, Richard T., Ottawa, do
Lapointe, Jovite A., Boucherville, C.E.
Law, Duvitt, Tecumseth, C.W.
Leavitt, Julius, Melbourne, C.E.
Longly, Edmund, Waterloo, C.W.
Loomis, J. Sandfield, Belleville, do.
MacCarthy, Henry Francis, Ottawa, do.
MacDonald, Jno. Alister S., Alexandria, do.
Mackie, John Robert, Melbourne, C.E.
Madile, John, West Essa, C.W.
Malloch, William B., Ottawa, do.
Marion, Alfred, Contrecœur, C.E.
Markill, R. Solomon, Osnabruck, C.W.
Marrotte, Antoine, Lachine, C.E.
Marston, Alonzo W., Hull, C.W.
Mayball, Edmund, Montreal, C.E.
McArthur, Robert D., Glengarry, C.W.
McCarty, Henry, Henryville, C E.
McCord, J. Davidson, Montreal, do.
McCurdy, John, Chatham, NB.
McDonell, Alexander, Dundee, C.W.
McDougall, Peter A., Aylmer, do.
McGillis, John Charles, Williamstown, do.
McGowan, Henry W., Kingsey, C.E.
McInnes, Walter John McGee, Victoria, C.W.
McLeay, John D., London, do.
McLennan, Finlay, Glengarry, do.
McQueen, Donald, Glengarry, do.
McVean, John Morrison, Montague do.
Meigs, Malcolm R., Bedford, C. E
Mongenais, Napoleon, Rigaud, do.
Morley, Edmund, Montreal, do.
Morrison, William S., Warrington, U.S.
Nesbett, James A., Hemmingford, C. E.
Oliver, James W., St. Catherines, C.W.
O'Leary, James, Montreal, C. E.
O'Reilley, Charles, Hamilton, C. W.
Pallen, Montrose H., Vicksburgh, U.S.
Parke, Charles S., Quebec, C. E.
Parker, Rufus S., Newport, N. S.
Patterson, James, Almonte, C. W.
Perrault, Augustin, Montreal, C. E.
Phelan, Cornelius, J.F.R ,do., do.
Pinet, Alexander R., St. Laurent, do.
Powers, L. Baldwin, Hope, C. W.
Proudfoot, Alex., Southampton, do.
Rainville. F., St. Marie de Monnoir, do.
Redner, Horace P., Belleville, C. W.
Reid, Kenneth, Montreal, C. E.
Richard, Marcel, St. Jaques, do.
Richardson, John R , Quebec, do.

Robertson, Charles, Quebec, C. E.
Robertson, David, Milton, C. W.
Robertson, Patrick, St. Andrews, do.
Ross, George, Montreal, C. E.
Roy, Albert, St. Hyacinthe, do.
Ruggy, H. Clinton, Compton, do.
Savage, Alex. Charles, Ottawa, C. W.
Shaw, W., Shawbridge, do.
Sherk, George, Walpole, do.
Smallwood, John R., Montreal, C. E.
Spong, John J. K., do., do.
Squire, Wm. Wood, do., do.
Stafford, William A., do., do.
Stephen, William, do., do.
Stimpson, Alfred O., St. Pie, do.
Switzer, E. R., Ernestown, C. W.
Temple, John A., Quebec, C. E.
Tew, Herbert S, Montreal, do.
Unitt, George, do., do.
Vandvort, W. E. P., Belleville, C. W.
Vercoe, Henry L., Fingal, do.
Vicat, John, Montreal, C. E.
Vincent, Noel, do., do.
Wakeham, William, Quebec, do.
Walsh, Edmund, Durham, do.
Wanless, John R., Montreal, do.
Warmington, William, do, do.
Webb, James Thomas, do., do.
Wood, Hannibal H., Dunham, do.
Woodfull, Samuel P., Asst. Surg., R.A.

FACULTY OF ARTS.

1. *Undergraduates.*

Anderson, Jacob DeWitt, Montreal.
†Baynes, Donald, "
Bancroft, Charles, "
Baylis, James G. "
Beckett, William Henry, Sherbrooke.
Bethune, Meredith B., Montreal.
Browne, Arthur Adderly "
Brown, Charles E. C., Dunham.
Brewster, William, Montreal.
†Bothwell, John A., Durham.
Chipman, Clarence, Montreal.
Court, William, "
Davis, Thomas P., Dudswell.
Dickenson, George, Brownville, C.W.
†Duff, Archibald, Cowansville.
Duncan, Alexander, Montreal.
Foster, Charles Worcester, Waterloo.
Fowler, William, Montreal.
Frazer, George Bane, Cross Point.
Gibb, Charles, Montreal.
†Green Lonsdale, "
Hall, George R., Cowansville, C.E.
Halliday, Caleb Strong, Montreal.
Hart, Lewis Alexander, Montreal.
†Hicks, Francis W., Montreal.
Kraus, Edward H., Frelighsburg.
McCarthy, William, Henryville.
McCord, Robert, Montreal.
MacDougall, William, "
McDuff, Alex. Ramsay, "
†McGregor, James, "
McGregor, Hugh, Martintown.
MacIntyre, Alexander F., Williamstown.
McOuat, Walter, Chatham.
McLeod, Hugh, Cape Breton.
Morrison, James, Waddington.
Morrison, John, "
†Muir, John N., S. Georgetown.
†Pease, G.A., Coteau Landing.
Perrigo, James, Montreal.
†Sherrill, Alvan F., Eaton.
Spiers, Robert Adams, Montreal.
Smith, James, "
Stewart, Colin Campbell, Musquodoboit, N.S.
Taylor, Reid, Montreal.
Torr, James F, Montreal.
Tabb, Silas Everett, "
Washburn, William, Hull.
Watts, William T., Drummondville.
Wilson, John, Alexandria.
Yule, William Andrew, Chambly

† B.A. 1864.

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2. *Course of Engineering.*

‡Rixford, Gulian P., Bedford.
Marston, George J., Hull.

‡ G.C.E. 1864

3. Partial and Occasional.

Archer, Thomas, Montreal.
Carmichael, James, "
Baynes, Edward Alfred, "
Copland, James B., Hinchinbrooke.
Davidson, Charles, Huntingdon.
Lamoureux, Joseph R., Montreal.
McGregor, Hugh, Montreal.
Mitchell, Henry Y., Richmond, Va.
McPherson, Murdoch, Pictou, N.S.
McLean, Bredalbane, Campbell,
McLean, John, Inverary.
Robins, S. P., Montreal.
Short, Robert, Sherbrooke.
Stephens, S., Montreal.

MORRIN COLLEGE.

Undergraduates in Arts.

Bradley, Robert J.
Cassels, Robert.
Cook, John W.
Cook, William.
Clint, William.
Colston, James G.
McLean, Neil W.
Oliver, Theophilus H.
Oliver, Thomas J.
Robertson, Alexander.
Scott, Henry C.
Stuart, Andrew C.
Stuart, Henry McNab.
Wotherspoon, Ivan T.
Wilkie, Daniel R.

SUMMARY.

Students in Law,	48
" in Medicine,	177
" in Arts, McGill College,	67
" " Morrin College,	15
	307
Deduct entered in two Faculties,	2
Total number of Students in College,	305
Students in Normal School,	74
Pupils in High School,	249
Pupils in Model Schools,	300
Total Students and Pupils,	928

STUDENTS WHO HAVE PASSED THE UNIVERSITY EXAMINATIONS.

Session 1863–4.

FACULTY OF LAW.

PASSED FOR THE DEGREE OF B.C.L.

John Boyd, B.A.
Leonidas Heber Davidson, B.A.
Henri Lesieur Desaulniers.
Nephtali Durand.
Joseph Antoine Galarneau.
Richard A. A. Jones.
Joseph O. Joseph.
Wilfrid Laurier.
Chas. O. Stevens.
Arthur Taschereau.
Alfred Welch.

FACULTY OF MEDICINE.

PASSED FOR THE DEGREE OF M.D., C.M.

William Wood Squire, M.A., Montreal, C.E.
Griffith Evans, Montreal, C.E.
James Patterson, Almonte, C.W.
David Howard Harrison, St. Marys, C.W.
Herbert S. Tew, Montreal, C.E.
Chas. F. Bullen, Delaware, C.W.
Richard A. Kennedy, Montreal, C.E.
David Robertson, Milton, C.W.
George Dice, Milton, C.W.
Alex. A. Ferguson, Cornwall, C.W.
Horace P. Redner, Belleville, C.W.
John Dodd, Port Hope, C.W.
William Kemp, Lindsay, C.W.
Peter A. McDougall, Aylmer, C.E.
Marcel Richard, St. Jaques, C.E.
Charlemange Dubuc, Montreal, C.E.
John D. McCord, Montreal, C.E.
Alex. R. Pinet, St. Laurent, C.E.
Mills Kemble Church, Merrickville, C.W.
Edward B. Gibson, Ottawa, C.W.
Kenneth Reid, Huntingdon, C.E.
Montrose A. Patten, M.D., U.S.
Samuel Pratt Woodfull, Assist. Surgeon, Royal Artillery, Toronto, C.W.

PASSED THE PRIMARY EXAMINATION.

John W. Bligh, Quebec,	C.E.	Stewart Creighton, Prescott,	C.W.
Kenneth Reid, Huntingdon,	do.	Silas J. Bower, Kemptville,	do.
George C. Butler, Brystow,	C.W.	Alex. R. Pinet, St. Laurent,	C.E.
John B. Christie, Oxford Mills,	do.	John W. McVean, Montague,	C.W.
Edward B. Gibson, Ottawa,	do.	Chas. E. Graham, Ottawa,	do.
Edward B. Hurd, Eaton,	C.E.	Timothy Bigelow, Whitby,	do.
Henry L. Vercoe, Fingall,	C.W.	Abraham C. Godfrey, Chicago,	U.S.
Prosper Bender, Quebec,	C.E.	Walter J. McInnes, Victoria,	C.W.
Mills K. Church, Merrickville,	C.W.	Alfred Codd, Ottawa,	do.
James Fitzgerald, Fenelon Falls,	do.	Richard T. Langrell, Ottawa,	do.
Napoleon Mongenais, Rigaud,	C.E.	Henry C. Rugg, Compton,	C.E.
James T. Halliday, Bowmanville,	C.W.	Hannibal W. Wood, Durham,	do.
Alfred Beaudet, Coteau du Lac,	C.E.	T. A. Dufort, St. Mark,	do.
Malcolm R. Meigs, Bedford,	do.	John Cassidy, Goderich,	C.W.
Egerton R. Switzer, Ernestown,	C.W.	George Sherk, Walpole,	do.
John C. Jones, Prescott,	do.		

FACULTY OF ARTS.

PASSED FOR THE DEGREE OF M.A.

JOSEPH GREEN, B.A.
JOHN BOYD, B.A
CALEB STRONG DE WITT, B.A.

PASSED FOR THE DEGREE OF B.A.

*In Honours.**

ALVAN F. SHERRILL, of Eaton
ARCHIBALD DUFF, of Cowansville.
JAMES MCGREGOR, of Montreal.
JOHN H. BOTHWELL, of Durham.
GEORGE H. PEASE, of Coteau Landing

Ordinary.

JOHN N. MUIR, of South Georgetown.
FRANCIS W. HICKS, of Montreal.
LONSDALE GREEN, of Montreal.
DONALD BAYNES, of Montreal.

PASSED FOR THE DEGREE OF GRADUATE IN CIVIL ENGINEERING.

GULIAN PICKERING RIXFORD, of Bedford.

PASSED THE INTERMEDIATE EXAMINATION.

McGill College.

Class 1st.
MEREDITH B. BETHUNE.
A. RAMSAY MACDUFF.

Class 2nd.
COLIN CAMPBELL STEWART.
JACOB DE WITT ANDERSON.
ARTHUR ADDERLY BROWN.
CLARENCE CHIPMAN.
WILLIAM JOHN WATTS.
LEWIS ALEX. HART
JAMES PERRIGO.

Class 3rd.
SILAS EVERITT TABB.
HUGH MCLEOD.
WM. HENRY BECKETT.
JOHN MORRISON.
JAMES SMITH.

Morrin College.

Class 1st.
JAMES G. COLSTON.
ROBERT CASSELS.

Class 2nd.
HENRY C. SCOTT.
WM. COOK.
JOHN W. COOK.
IVAN T. WOTHERSPOON.
THEOPHILUS H. OLIVER.
HENRY MACNAB STUART.
THOMAS J. OLIVER.
NEIL W. MCLEAN.
WM. CLINT.

* The order in the Honour list does not imply relative standing.

Graduates of the University.

DOCTORS OF DIVINITY.

Bethune, Rev. John, (ad eundem) 1843 | *Falloon, Rev. Daniel, (Hon.)... 1844

DOCTORS OF LAWS AND OF CIVIL LAW.

Abbott, Christopher, B.C.L., (D.C.L., in Course.) 1862
Adamson, Rev. Wm. A. (D.C.L. hon.) 1850
Badgley, Hon. Wm. (D.C.L. hon.)1843
Chauveau, Hon. Pierre J. O. (L.L.D. hon.).....1857
Davies, Rev. Benjamin, Ph. D. (LL.D. hon.) 1856
Dawson, John William, M. A. (LL.D. hon.) 1857
DeSola, Rev. A. (LL.D. hon.) ...1858
*Falloon, Rev. D., D.D. (LL.D. hon.) 1862
Head, Right Hon. Sir Edmund W., Baronet, M.A., (LL.D. hon.) 1862
*Holmes, Andrew F., M.D., (LL.D hon.)..... 1858
Lawson, George, Ph. D. (LL.D. hon.).....1862
Leach, Rev. Wm. T., (D.C.L. hon)1849 (LL.D. hon.) 1857.
Logan, Sir Wm. E., Knt., (LL.D., hon.) 1856
Lundy, Rev. Francis. (D.C.L hon)1843
Lyall, Rev. W., (LL.D., hon.)....1864
Meredith, Edmund A , B.C.L., (LL.D. hon.) 1857
Morris, Alexander, M.A., B.C.L. (D.C.L. in Course).....1862
Smallwood, Charles, M.D. (LL.D. hon.).....1856
*Smith, William (LL.D. hon.) ...1858
*Vallieres de St. Real, Hon. J. R., (D.C.L. hon.) 1844

DOCTORS OF MEDICINE.

*Arnoldi, Daniel, Montreal, (Hon.)1847
Atkinson, Robert.....1862
Ault, Alexander.....1860
Ault, Charles.....1855
Ault, James F.....1855
Austin, Fred. John.....1862
Aylen, James.....1863
Aylen, John.....1857
Baker, Albert, ...1848
*Barnston, James.....(ad eun.)1856
Battersby, Charles.....1861
Beattie, David.....1862
Bellew, Alfred.....1862
Bergin, Darby, ...1847
Bessey, William E.....1863
Biband, Jean G. 1843
Blacklock, John J., ...1851
Blanchet, J. B.....1863
Bogart, Irvine.....1859
Boulter, George Henry.....1852
Boyer, Louis 1842
Boylan, Andrew A.....1857
Bowman, William Edward.....1860
Braithwaite, Francis H.....1863
Breslin, William Irwin, Asst. Surgeon 46th Regiment of Line, 1847
Brigham, Josiah S., ...1848
Bristol, Amos S.,.....1850
Brodeur, Alphonse.....1863
Brooks, Samuel T.,.....1851
Brouse, William H.,.....1847
Brown, Peter E.....1863
Browse, Jacob E.....1861
Bruneau, Adolphe 1853
Bruneau, Oliver T. .....[Hon.].1843
Bruneau, Onesime 1851
Buck, Richard Maurice.....1862
Bucke, Edward H.....1852
Bullen, Chas. F.....1864
Burland, John H.....1863
Burnham, Robert Wilkins.....1860
Burns, Alfred J.....1854
Burritt, Horatio C.....1863
*Buxton, John N.,.....1849
Campbell, Donald Peter.....1862
Campbell, Francis Wayland.....1860
Campbell, Geo. W., M.A. [ad eun.]1843
Carey, Auger D. L....(ad. eun.) 1864

Carroll, Robert W. W.....1859
Carson, Augustus.....1843
Carter, Samuel A.....1859
Casgrain, Charles E , ...1851
Chagnon, Vinceslaus G. B.....1861
Challinor, Francis.....1849
Chesley, George Ashbold.....1862
Chevalier, Gustave.....1860
Christie, Thomas,.....1848
Church, Charles Howard.....1862
Church, Coller M.....1855
Church, Levi R. 1857
Church, Mills Kemble.....1864
Church, Peter H.,.....1846
Cook, Herman L.....1854
Corbett, Augustus M.....1854
Corbett. William H.....1854
Craik, Robert.....1854
*Crawford, James ....(ad eun.)1854
Culver, Joseph R., ...1848
Cunynghame, W. C. Thurlow....1858
Dansereau, Charles 1842
Dansereau, Pierre 1835
*Dease, Peter Warren,.. 1847
Debonald, William S.....1862
De Boucherville, Charles B..... 1843
Demorest, Burnham G. G.....1852
Desaulniers, Antoine A.....1863
De Selles, Charles D.....1841
Dice, George.....1864
*Dick, James R.....1842
Dickinson, James J.,.....1846
Dickson, William W.....1863
Digby, James Winniet.....1863
Dodd, John..... 1864
Donnelly, Charles H.....1860
*Dorion, Severe.....1843
*Dorland, Enoch P.,.....1850
Douglas, James, Quebec, (Hon.)..1847
Drake, Joseph M.....1861
Dubuc, Charlemagne.....1864
*Ducket, Stephen 1853
Duckett, William A.....1859
Duhamel, Louis.....1860
Duncan, James S.....1858
*Dunn, William Oscar.....1843
Dupuis, Jos. G. P.....1856
Easton, John.....1852
Edwards, Elphalet G.....1855
Elkington, Arthur G. Asst. Surg. Scots Fusilier Guards.....1862
Emery, Gordon J.....1857
English, T. F..... 1858
Erskine, John.....1860
Evans, Griffith.....1864
Fenwick, George Edgworth,.....1847
Fergusson, Alex. A.....1864
Finlayson, John 1834
*Fisher, John, ...1847
Fortin, Pierre.....1845
Foster, Stephen Sewell,.....1846
Fraser, William 1836
Fulton, James H.....1863
Garvey, Joseph.....1852
Gascoyne, George E. Staff Asst. Surgeon.....1861
Gauvreau, Elzear.....1855
*Gauvreau, Louis H.....1836
Gibb, George D., ...1846
Gibson, John B 1855
Gibson, Edward B.....1864
Giroux, Phillippe.....1859
Glenn, C. W. E..... 1858
Godfrey, Robert 1844
Goforth, Franklin..... 1863
Gordon, William Wallace.....1863
Graham Henry..... 1863
Grant, Donald J.....1863
Grant, James A. 1854
Grenier, L. P. A 1863
Gun, James.....1861
Gustin, William Claude 1863
Hall, Archibald .....[ad eun.].1843
Hall, John W.,.....1848
Hamilton, Andrew W.....1859
Hamilton, Rufus Frederick.....1861
Hamel, Joseph Alex..... 1856
Haquin, Jean M. 1843
Harkin, Wm..... 1858
Harkness, John.....1862
Harrison, David Howard.....1864
Hart, Frederick W.....1835
Henderson, Peter,.....1848
*Henry, Walter, Belleville, (Hon).1353
Henry, Walter J.....1856
Hingston, William H., ... .1851
Holden, Rufus, ...1844
*Holmes, Andrew F... [ad eun.].1843
Howard, R. Palmer,.....1848
Howden, Robert.....1857
Hulbert, Edwin Augustus.....1860
Hurlburt, George W.....1859
Ives, Eli.....1863
*Jackson, A. Thomas, Staff Surgeon in the Army.....1846
Jones, Thomas W.....(ad eun.) 1854
Jones, W. Justus.....1856
*Keeler, Thomas.....1859
Kelly, William, Surgeon, Royal Artillery 1846
Kemp, William.....1864
Kennedy, Richard A.....1864
*Kerr, James.....1858
Killery. St. John, Staff Asst. Surg 1862
King, William M. H.....1859
*Kirkpatrick, A.....1856
Kollmyer, Alex. H.....1856
Laberge, Ed.....1856

Larocque, A. B., ... 1847
Lawrence, Henry G. H. Asst. Surg. Grenadier Guards..... 1862
Leclerc, George 1851
Leclair, Napoleon..... 1861
Lee, James C..... 1856
*Lee, John Rolph..... 1848
Lemoine, Charles 1850
Lepailleur, Leonard 1848
Leprohon, John L..... 1843
Lindsay, Heriot..... 1861
Lister, James..... 1862
Logan, David D..... 1842
Logie, William..... 1833
Long, Alexander..... 1844
Longpre, Pierre F..... 1848
Loupret, Andre..... 1850
Loverin, Nelson 1855
Lundy, Edward Lewis, Staff Asst. Surgeon 1862
Lyon, Arthur..... 1861
MacDonald, Angus..... 1863
MacDonald, Colin 1853
Macdonald, Roderick 1834
MacIntosh, Robert..... 1863
Mack, Francis Lewis..... 1862
Macklem, Samuel S..... 1859
Malcolm, John Rolph..... 1861
*Malhiot, Alfred 1846
Malloch, Edward C..... 1863
*Marr, Israel P. 1849
Marr, Walker H..... 1859
Marston, John J..... 1863
Mason, James Lindsay, M.A. 1863
Mayrand, William 1847
McCallum, Duncan C. 1850
McCord, John D..... 1864
*McCulloch, Michael.....[Hon.]. 1843
McDiarmid, John Duncan, Staff Surgeon in the Army..... 1847
McDonnell, Angus 1852
McDonnell, Eneas 1849
McDougall, Peter A. 1847
McDougall, Peter A..... 1864
McGarry, Jas..... 1858
McGill, William 1848
McGillivray, Donald..... 1861
McGrath, Thomas 1849
McGregor, Duncan..... 1861
McIntosh, James..... 1859
McKay, Walter..... 1854
McKelcan, George Loyd..... 1860
McLaren, Peter..... 1861
McLean, Alexander..... 1860
McMicking, George..... 1851
McMillan, John..... 1857
McMillan, Louis J. A..... 1860
McMurray, Samuel 1841
*McNaughton, E. P..... 1834
*Meredith, Thomas L. B. 1842
Mignault, Henri Adolphe..... 1860
Moffatt, John Edward, Staff Surg. Guards..... 1862
Moont, John W..... 1851
Moore, Joseph 1852
Moore, Richard 1853
Morrin, Josh., Quebec, (Hon.) ...1850
Nelles, John A. 1850
Nelson, Horace..... 1861
*Nelson, Wolfred, Montreal,(Hon.)1848
Nicholls, Charles Richard, Surg. Major Grenadier Guards..... 1862
O'Brien, Thos. B. P..... 1862
O'Callaghan, Cornelius H..... 1854
*O'Carr, Peter..... 1851
O'Dea, James Joseph..... 1859
Odell, William, Surgeon 19th Regiment of the Line..... 1849
O'Leary, Patrick..... 1859
Painchaud, Edward S. L..... 1848
Paquin, Jean M..... 1843
Paradis, Henry..... 1846
*Paterson, James 1855
Paterson, James..... 1864
Pattee, George..... 1858
Patten, Montrose A..... 1864
Perrault, Victor 1852
*Phelan, Joseph P..... 1854
Philip, David L..... 1861
Picault, A. C. E. 1857
Pickup, John Wallworth..... 1860
*Pinet, Alexis 1847
Pinet, Alex. R..... 1864
Poussette, Arthur Courthope..... 1860
Powell, Israel Wood..... 1860
Powell, Newton W. 1852
Powers, George W..... 1861
Pringle, George..... 1855
Proulx, Philias 1844
Provost, E. Gilbert..... 1859
Quesnel, Jules M. 1849
Rae, John, Hamilton, (Hon.)..... 1853
Rainville, Pierre..... 1863
Rambaut, John, Surgeon, Canadian Rifles..... 1859
Ramsay, William..... 1859
Raymond, Olivier 1850
Read, Herbert H..... 1861
Redner, Horace P..... 1864
Reddy, John.....(ad eun.) 1856
Reid, Alex. Peter..... 1858
Reid, Kenneth..... 1864
Reynolds, Robert T..... 1836
*Reynolds, Thomas 1842
Richard, Marcel..... 1864
Ridley, Henry Thomas..... 1852
Riel, Etienne R. R..... 1857
*Rintoul, David M..... 1854

Roberts, Edwards T.....1859
Robertson, David.....1864
Robertson, David T.....1857
Robillard, Adolphe.....1860
Robitaille, Louis.....1860
Robitaille, L. T.....1858
Ross, Thomas.....1863
Ruttan, Allan.....1852
Sabourin, Moise,.....1849
Sampson, James, Kingston, (Hon)1847
Sanderson, George W.....1850
Savage, Thomas Y.....1854
Sawyer, James E.....1863
Schmidt, Samuel B.....1847
Scott, Stephen A.....1854
Scott, William E.,.....1844
*Scriven, George Augustus.....1846
Seguin, Andre.....1848
Senkler, A. E.....1863
Sewell, Stephen C..... [ad eun.].1843
Shaver, Peter Rolph.....1854
Shaver, R. N.....1857
Shoebottom, Henry.....1857
*Simard, Amable.....1852
Simpson, Thomas.....1854
Smith, Edward W.....1859
Smythe, T. W.....1848
Sparham, Eric B.....1852
Sparham, Terrence.....1841
Squire, William Wood, M. A.....1864
*Staunton, Andrew Aylmer Surgeon, Royal Artillery.....1846
Stevens, Alex. D.....1857
Stevenson, James McGregor.....1856
Stevenson, John L.....1855
Stewart, John Alexander.....1862
Stephenson, James.....1859
Strowbridge, James Gordon.....1862
Sutherland, Fred. Dunbar.....1861
Sutherland, William.....1836
Tait, Henry Thomas.....1860
Taylor, Wm. H.....1858
Tew, Herbert S.....1864
Thayer, Linus O.....1859
Theriault, F. D.....1863
Therien, Honore.....1863
*Thompson, James.....1842
Thompson, Robert.....1852
Trenholme, Edward Henry.....1862
Trudel, Eugene, ...1844
Turgeon, Louis G.....1860
Tuzo, Henry A.....1853
Usher, Henry.....1861
Vannorman, Jonathan M.,.....1850
Wagner, William H.....1844
Walker, Robert.....1851
Warren, Henry.....1860
Weilbrenner, Remi Claude,.....1851
Weir, Richard.....1852
Wherry, John.....1862
Whitcomb, Josiah G.....1848
Whiteford, R.....1857
Whitwell, William P. O.....1860
*Widmer, Christopher, Toronto, (Hon.).....1847
Wilson, Robert M.,.....1850
Wilson, William.....1857
*Wilscam, John Wilbrod.....1846
Woods, David, L. R. C. S. I., Staff Surgeon.....1860
Wood, George.....1863
Wood, George C.,.....1849
Woodfull, Sam Pratt, Asst. Surgeon, Royal Artillery.....1864
Workman, Benjamin.....1853
Workman, Joseph.....1835
Wright, Stephen.....1859
Wright, William,.....1848

MASTERS OF ARTS.

Bancroft, Rev. Charles..(ad. eun.)1855
Bowman, William M.....(Hon.) 1859
Boyd, John, B.A.....1864
Browne, Dunbar, B.A., B.C.L.....1861
Butler, Rev. John.....1852
Chamberlin, Brown, B.C.L., (ad eun).....1857
Cornish, Rev. George, B.A(ad eun)1860
DeWitt, Caleb S. B.A.....1864
Gibb, George D., M.D....(Hon.) 1856
Gibson, Thomas A.....(Hon.) 1856
Gould, Edwin, B.A.....1860
Graham, John H.....(Hon.) 1859
Green, Joseph, B.A.....1864
Howe, Henry Aspinwall, (Hon.) 1855
Kemp, Rev. Alexander F. (Hon.) 1863
Kennedy, Rev. John, B.A.....1860
Kirby, James, B.A., B.C.L.....1862
Leach, Robert A., B.A., B.C.L....1860
Mason, James L., B.A.....1863
Mattice, Corydon J., B.A.....1862
Morris, Alex., B.A. B.C.L.,.....1852
Perkins, John A., B.A.,.....1862
*Plimsoll, Reginald J., B.A.....1862
Rodger, David.....(Hon.) 1857
Thorburn, John.....(Hon.) 1861

BACHELORS OF CIVIL LAW.

Abbott, Christopher C.....1850
Abbott, John J. C.....1854
Allan, Irvine.....1862
Armstrong, Louis.....1861
Ascher, Isidore G.....1863
Aylen, John, M.D.....1861
Aylen, Peter, B.A.....1854
Badgley, Frank H.....1852
Barnston, John G.....1856
Benjamin, Lewis N.....1863
Boyd, John, B.A.,.....1864
Branchard, Athanase.....1862
Browne, Dunbar, B.A.,.....1858
Bullock, William E., B.A.....1863
Carden, Henry.....1860
Carter, Edward.....(Hon.) 1864
Chamberlin, Brown.....1850
Charland, Alfred.....1863
Cowan, Robert C.....1862
Curran, Joseph C.....1862
Daly, J. G.....1858
Davidson, Charles P., B.A.....1863
Davidson, Leonidas Heber, B.A.,..1864
Day, Edmund T.....1863
Desaulniers, Alexis L.....1861
Desaulniers, Henri Lesieur.....1864
Desrochers, Jean L. B.....1861
Doak, George O.....1863
Dorion, Adelard A. P.....1862
Doutre, Gonsalve.....1861
Doutre, Pierre.....1858
Driscoll, Netterville H.....1861
Dunlop John.....1860
Durand, Naphtali.....1864
Gairdiner, William F.....1856
Galarneau, Joseph Antoine.....1864
Gauthier, Zephirin.....1859
Girouard Desiré.....1860
Grenier, Amedée L. W.....1863
Hall, William A.....1863
Hemming, Edward J.....1855
Houghton, John G. K.....1863
Jodoin, Isai.....1858
Jones, Richard A. A.....1864
Joseph, Joseph O.....1864
Kelly, John P.....1862
Kemp, Edson, B.A.,.....1860
Kirby, James, M.A.,.....1862
Laflamme, R. G.....(Hon.) 1856
Lafrenaye, P. R.....(Hon.)1856
Lambe, William B.....1850
Lanctot, Mederic.....1860
Larose, Telesphore.....1860
Laurier, Wilfrid.....1864
Leach, David S.....1861
Leach, Robert A., M.A.....1860
Lefebvre, Frederick.....1863
Loranger, Louis George.....1863
Mackenzie, Frederick.....1861
McGee, Thomas D'Arcy.....1861
McLaren, John Robert, B.A.....1860
Molson, Alexander.....1851
Morris, Alexander, B.A.....1850
Morris, John L.....1860
Nagle, Sarsfield B.....1862
Ouimet, Adolphe P.....1861
Pariseault, Chas. Ambroise.....1859
Perkins, John A., B.A.....1860
Plimsoll, Reginald J., B.A.....1861
Richard, Damase F. S.....1859
Rochon, Charles A.....1861
Sabourin, Ernest.....1863
Sexton, James Ponsonby.....1860
Sicotte, Victor B.....1862
Snowdon, H. L.....1856
Stephens, George W.....1863
Stephens, Romeo H.....1850
Stevens, Chas. O.....1864
Tait, Melbourne.....1862
Taschereau, Arthur.....1864
Torrance, Frederick W. M.A.,
(Hon.).....1856
Vandal, Phillippe.....1861
Vilbon, Charles A.....1863
(Hon.).....1856
Walsh, Thomas Joseph.....1860
Welch, Alfred.....1864
Wright, William Mackay.....1863
Wurtele, Charles J. C.....1863

BACHELORS OF ARTS

Aylen, Peter.....1850
Barnston, Alexander..(A).....1857
Baynes, Donald.....1864
Bockus, Charles E.....1852
Bothwell, John H. [Enl].....1864
Boyd, John.....1861
Browne, Dunbar.....1856
Browne, Thomas.....1853
Bullock, William E [A].....1860
Clowe, John D.....1863
Cornish, Rev. George B.A. London,
(ad eun).....1856
Cushing, Lemuel..[cl].....1863
Davidson, Charles Peers.....1863
Davidson, Rev. James, (ad eun) 1863
Davidson, Leonidas Heber.....1863

De Witt, Caleb J.....1861
Dougall, Duncan.....1860
Dougall, John Redpath.....1860
Drummond, Charles G. B...[n1].1862
Duff, Archibald [Cm1].....1864
Fairbairn, Thomas,[p].....1863
Ferguson, John S.....1861
Ferrier, Robert W.....1857
Fessenden, Elisha Joseph.....1863
Gilman, Francis Edward.....1862
Gore, Frederick.....1861
Gould, Edwin.....1856
Green, Joseph....[A].....1861
Green, Lonsdale.....1864
Hall, William.....1861
Hicks, Francis W.....1864
Kemp, Edson.....1858
*Kershaw, Philip G.....1857
Kirby, James....[A].....1859
Leach, Robert A.....1858
Lyman, Frederick Stiles.....1863
Mason, James L.....1859
Mattice, Corydon J.....1859
McCord, David Ross.....1863
McGregor, James [o1].....1864
McLaren, John R.....1856
McLaren, Harry ...(A) 1858
Merritt, David Prescott.....1863
Morrice, William.....1859
Morris, Alexander.....1849
Muir, John N.....1864
Muir, Rev. E P.(ad eun).....1864
Pease, George H.[Bc1].....1864
Perkins, John A.....1858
Pettit, Rev. Charles B.....1850
Philips, Charles W.....1852
*Plimsoll, Reginald J.....1858
Ramsay, Robert Anstruther [Bn1]1862
Redpath, George D.....1857
Robins, Sampson Paul....[Bm1] 1863
Ross, George....[Ac1].....1862
Sherrill, Alvan F. [An1].....1864
Stethem, George T.....1852
Trenholme, Norman William [Ap1]1863
Walker, Thomas.....1860
Wicksteed, Richard John[c1]....1863
Wright, William McKay.....1861

GRADUATES IN CIVIL ENGINEERING.

Barnston, Alexander B.A.....1859
Bell, Robert..[n1]..... 1861
Crawford, Robert.....1859
Doupe, Joseph.....1861
Edwards, George.....1863
Frost, George H.....1860
Gaviller, Maurice.....1863
Gooding, Oliver.....1858
Gould, James H.....1862
Kirby, Charles H.....1860
McLennan, Christopher.....1859
Reid, John Lestock..... ...1863
Rixford, Gulian Pickering.....1864
Ross, Arthur.....1860
Savage, Joseph.....1860
Walker, Thomas, B.A. 1860

[A] Chapman Medallist,
[B] Prince of Wales Medallist,
[C] Ann Molson Medallist.
[D] Shakspere Medallist.
[E] Logan Medallist.
[p1] First Rank Honours in Mental and Moral Philosophy: [p]Second Rank
[m1] " " " in Mathematics: [m] Second Rank.
[o1] " " " in Classics: [c] Second Rank.
[n1] " " " in Natural Science: [n] Second Rank.

McGill Normal School,

Affiliated to the University, under the control of the Superintendent of Schools and the Corporation of the University.

Principal and Associate Professor of Natural History and Agriculture—J. W. Dawson, LL.D., F.R.S., &c.

Ordinary Professors { William Henry Hicks, Esq. / Sampson Paul Robins, B.A.

Associate Professor of French } Pierre J. Darey, M.A.

Instructor in Classics —James McGregor, B.A.

" in Drawing —Mr. James Duncan.

" in Music —Mr. R. S. Fowler.

" in Elocution—Mr. John Andrew.

The Institution is intended to give a thorough training to teachers, especially for the Protestant population of Lower Canada. This end is attained by instruction and training in the Normal School itself, and by practice in the Model Schools: and the arrangements are of such a character as to afford the greatest possible facilities to Students from all parts of the Province.

The Eighth Session of the school will commence on the 1st September, 1864, and extend to the 1st July, 1865.

The complete course of study extends over three years, and the Students are graded as follows:—

1. *Elementary School Class.*—Studying for the Elementary School Diploma.

2. *Model School Class.*—Studying for the Model School Diploma.

3. *Academy Class.*—Studying for the Academy Diploma.

1. *Conditions of Admission.*

Candidates for admission into the Junior Class will be required to pass an examination in Reading, Writing, the Elements of Grammar, Arithmetic and Geography. Admission into each of the higher classes requires a knowledge of the subjects of the previous one.

All Students must produce certificates of good moral character from the clergyman or minister of religion under whose charge they have last been, and also testimony that they have attained the age of sixteen years. They will also be required to sign a pledge that they purpose to teach for three years in some public school in Lower Canada.

2. *Privileges of Students.*

On complying with the above conditions, all students will be recognised as *Teachers in Training;* and as such, will be entitled to free tuition, with the use of text books, and to bursaries in aid of their board not exceeding $36.00 per annum in the case of those in the Junior and Senior Classes, or $80.00 in the case of those in the Academy Class, should they be successful in obtaining the diploma at the final examination. A portion of this allowance will in future be payable to students not resident in Montreal, on their passing the semi-sessional examination at Christmas.

Under the regulations subjoined, and with the view of extending the benefits of the school to all parts of the country, those who reside at a distance of more than ninety miles from the city of Montreal, will also be entitled to a small allowance for travelling expenses, proportionate to the distance.

Students resident in Montreal may share in the bursary fund, on producing certificates from their minister or clergyman that such aid is absolutely necessary to their continuing in attendance at the school.

In addition to religious instruction of a general Protestant character by the Professors, arrangements will be made for special religious instruction by ministers representing the several denominations with which the pupil-teachers may be connected.

No boarding-house is attached to the institution, but every care will be taken to ensure the comfort and good conduct of the pupil-teachers in private boarding-houses to be selected by the Principal. Board can be obtained at from $9 to $12 per month.

At the close of the first year of study, pupil-teachers may apply for examination for diplomas giving the right to teach in Elementary Schools; and after two years' study, or if found qualified at the close of the first year, they will on examination be entitled to diplomas as teachers of Model Schools.

Students having passed the examination in the Model School class, or having advanced to the requisite knowledge, may go on to the Academy class, and on examination, may obtain the Academy Diploma.

All the preceding regulations and privileges apply to female as well as male pupil-teachers.

Persons holding the degree of B.A. or M.A. of any University in Lower Canada, may receive the Academy Diploma on passing an examination in the art of teaching and in such other subjects, necessary to the Academy Diploma, as may not have been included in their University examinations.

3. *Course of Study.*

1. ELEMENTARY SCHOOL CLASS STUDYING FOR THE ELEMENTARY SCHOOL DIPLOMA.

With the view of accommodating those who may be unable to enter at the commencement of the Session, or whose previous education may enable them to enter at a more advanced period, the course of study in this class is divided into terms, as follows :—

FIRST TERM, from September 1st to December 20th.

(*Entrance Examination as stated above.*)

English—Grammar and Composition so far as to parse syntactically, and write correctly a few short descriptive sentences.—Text-Books, Bullion's Grammar and Parker's Progressive Lessons ; Reading and Spelling, Etymology, Penmanship.

Geography—So far as to have a good acquaintance with the Map of the World.

History—Outline of Sacred and Ancient History.—History of Canada. Text-Book, White and Roy.

Art of Teaching—Hygiene in its relation to schools.

Arithmetic—Simple and Compound rules, Vulgar and Decimal Fractions and Practice, with explanation and demonstration of rules. Text-Book, Sangster's Arithmetic.

Algebra—The elementary rules, as in the Algebra of Chambers' Educational course.

Geometry—First book of Euclid.

Chemistry—Introductory Lectures.

French—Elements of Grammar, easy reading and translation. Text-Books, Student's Companion to the study of French. De Fivas' Elementary Reader.

Natural History—Elements of Animal Physiology.

Drawing—Elements and simple outlines.

Music—Elements of Vocal Music.

SECOND TERM—January 1st to April 1st.

(*Pupils entering at the commencement of this term will be expected to pass a satisfactory examination in the subjects of the previous term.*)

English—Grammar and Composition, so far as to be able to analyse simple and complex sentences, and to write correctly a short essay on a familiar subject.

Geography—So far as a good acquaintance with the physical features and political divisions of the great continents.

History of England and France. Ancient History.

Art of Teaching—Elements of mental and moral science in their relation to teaching.

Arithmetic—Proportion, Per-centage, Exchange, Book-keeping by single entry.

Algebra—Simple Equations of one, two and three unknown quantities.

Geometry—Second and Third books of Euclid.

Chemistry—Non-metallic Elements.

French—Grammar continued, including Reading, Translation, Oral and Written Exercises.

Natural History—Systematic Zoology. Text-Book, Patterson's Zoology for Schools.

Drawing—Landscape, &c., in pencil.

Music—Vocal Music continued.

THIRD TERM—April 1st to July 1st.

(*Pupils entering at the commencement of this term, will be expected to pass a satisfactory examination in the subjects of the two previous terms.*)

English—Advanced Lessons in Grammar and Composition.

Geography and History—Advanced Lessons, with use of Globes, and recapitulation of previous parts of the course.

Art of Teaching—School studies and management.

Arithmetic—Conclusion of Commercial Arithmetic, and General Recapitulation.

Algebra—Quadratic Equations and Recapitulation.

Geometry—Recapitulation and Deductions.

Chemistry—Metallic Elements.

French, Natural History, Drawing and Music—Continued as in the previous term.

Religious Instruction will be given throughout the Session.

2. MODEL SCHOOL CLASS STUDYING FOR THE MODEL SCHOOL DIPLOMA.

(*Students entering this Class must have passed a satisfactory examination in the subjects of the Junior Class. The Class will pursue its studies throughout the Session, without any definite division into Terms.*)

English—Principles of Grammar and Composition, Style. History of the English language. Lectures on English Literature. Elocution.

Geography—Mathematical, with Nautical Problems, Detailed Course of Political and Physical Geography.

History—Mediæval and Modern, with especial reference to the History of Literature, Science and Art, and to Colonization and Commerce.

Education—Advanced Course of Lectures on Educational Subjects.

Mathematics—Logarithmic, Algebraic, and Geometric Arithmetic, Recapitulation of Commercial Arithmetic. Quadratic Equations continued. Ratios and Progressions. Theorem of Undetermined Co-efficients. Binomial and Exponential Theorems. 5th and 6th Books of Euclid.

Natural Philosophy—Mechanics, Hydrostatics, Pneumatics, Light, Heat and Electricity.

Classics—Elements of the Latin and Greek languages.

French—Advanced Course of French Literature, with Composition and Conversation in French. Poitevin, Grammaire Francaise, Racine.

Natural History—Botany, and Vegetable Physiology.

Agricultural Chemistry—Principles and applications to Canadian Agriculture.

Drawing—Figures from the Flat and from Models—Elements of Perspective.

Music—Instrumental Music, and continuation of Vocal Music.

Religious Instruction throughout the Session.

3. ACADEMY CLASS STUDYING FOR THE ACADEMY DIPLOMA.

[*Students entering this Class must have passed a satisfactory examination in the subjects of the Model School Class.*]

Logic and Ethics—As in Abercrombie's Intellectual and Moral Philosophy.

English Literature—An Advanced Course.

Mathematics—Trigonometry, Solid Geometry, and Conic Sections as in Chambers' Solid Geometry, Theory of Equations, Elements of Calculus as in Weale's Series, Mechanics and Astronomy—Galbraith and Haughton.

Classics—Latin and Greek continued from the Model School Class.

Chemistry—Organic Chemistry.

Geology—As in Page's Text Book.

History, Geography, French, Elocution and *Drawing*, continued from the Model School Class.

EXTRACTS FROM THE REGULATIONS.

Special Regulations for the admission of Pupil-teachers.

Article First—Any person desirous of being admitted as a pupil-teacher, must apply to the Principal of the Normal School, who, on his producing an extract from the Register of Baptisms, or other evidence, showing that he is fully sixteen years of age, with the certificate of character and conduct required by the 16th article of the general Rules and Regulations, approved by His Excellency, the Governor General in Council, on the 22nd December, 1856, shall examine the candidate.

If upon this examination, it is found that the candidate can read and write sufficiently well, knows the rudiments of Grammar in his mother tongue,—Arithmetic as far as the rule of three inclusively, and has some knowledge of Geography, the Principal shall grant him a certificate.

Article Second.—The candidate having thus obtained the certificate of the Principal, shall then, (in the presence of two witnesses who, with the Principal, shall countersign the same,) sign an application in writing for admission, containing the declaration required by the 23rd general regulation. This shall be forwarded to the Superintendent of Schools, together with all the certificates and other documents required, and if the whole be found correct the Superintendent shall cause the name of the candidate to be inscribed in the register, and due notice thereof shall be given to the Principal.

Article Third.—The pupil-teachers shall state the place of their residence, and those who cannot reside with their parents, will be permitted to live in boarding-houses, but in such only as shall be specially approved of. No boarding-house having permission to board male pupil-teachers, will be permitted to receive female pupil-teachers as boarders, and *vice versa*.

Article Fourth.—Every pupil-teacher on passing the examinations, will be allowed a sum not exceeding £9, to assist in paying his board.*

Article Fifth.—Every pupil residing at a distance of more than ninety miles from the city of Montreal, shall be entitled to receive an allowance for travelling expenses, proportionate to the distance, but not to exceed two pounds ten shillings *per annum*.

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* Except in the case of Teachers in training for the Academy Diploma, who may receive a sum not exceeding £20.

Article Sixth.—The total amount of allowances paid to pupil-teachers under the foregoing articles, shall not exceed £333 6s. 8d. currency, yearly—that being the sum granted for this object; and when the whole of this amount is appropriated, such pupil-teachers as may apply for admission shall not be entitled to any portion thereof, until vacancies shall occur.

Special Regulations for Government and Discipline.

Article First.—Pupil-teachers guilty of drunkenness, of frequenting taverns, or entering disorderly houses or gambling houses, of keeping company with disorderly persons, or of committing any act of immorality or insubordination, shall be expelled.

Article Second.—There shall be no intercourse between the male and female pupil-teachers while in the school, or when going to, or returning from it. Teachers of one sex are strictly prohibited from visiting those of the other.

Article Third.—They are on no account to be absent from their lodgings after half-past nine o'clock in the evening.

Article Fourth.—They will be allowed to attend such lectures and public meetings only as may be considered by the Principal conducive to their moral and mental improvement.

Article Fifth.—Proprietors of boarding-houses authorised by the Principal, shall report to him any infraction of the rules, with which they may become acquainted.

Article Sixth.—The Professors shall have the power of excluding from the lectures for a time, any student who may be inattentive to his studies or guilty of any minor infraction of the regulations.

Article Seventh.—Pupil-teachers shall be required to state, with what religious denomination they are connected, and lists of the students connected with each denomination shall be furnished to one of the ministers of such denomination resident in Montreal, with a request that he will meet weekly with that portion of the pupil-teachers, or otherwise provide for their religious instruction.

Every Thursday afternoon, after four o'clock, will be assigned for this purpose.

Article Eighth.—In addition to punctual attendance at the weekly religious instruction, each student will be required to attend public worship at his own church, at least every Sunday.

Any additional information that may be desired, may be obtained on application to the Principal, or to either of the Professors.

MODEL SCHOOL OF M'GILL NORMAL SCHOOL.

Head Teacher of Boys' School—James McGregor, B.A.

" " Girls' School—Miss Mary Coady.

These schools can accommodate about 300 pupils, are supplied with the best furniture and apparatus, and conducted on the most modern methods of teaching. They receive pupils from the age of six and upwards, and give a thorough English education. Fee, Senior Class, 1s. 3d. to 2s. per week: Intermediate, 1s.; Junior, 9d., payable weekly.

Time Table of McGill Normal School,

1864-5.

ELEMENTARY SCHOOL CLASS.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9		Arithmetic.		Arithmetic.		Drawing.
10	Model School.	Algebra.	Model School.	Algebra.	Model School.	Elocution.
11		Geometry.		Geometry.		Singing.
1	Art of Teaching.		English Literature.		Chemistry.	
2	History.	Model School.	Geography.	Model School.	Grammar.	
3	Geography.		Grammar.		History.	
4	Composition.	French.	Natural History.	Religious Instruction.	French.	

MODEL SCHOOL CLASS.

9	Natural Philosophy.		Agricul. Chemistry.		Algebra.	Elocution.
10	Arithmetic.	Model School.	Arithmetic.	Model School.	Geometry.	Drawing.
11	Latin.		Geometry.		Latin.	Writing.
1		Grammar.		Education.		
2	Model School.	History.		English Literature.	Model School.	
3		Geography.	Natural History.	Composition.		
4	French.		French.	Religious Instruction.		

ACADEMY CLASS.

9	Natural Philosophy.	Model School.	Mathematics.	Model School.	French.	Elocution.
10	Greek.		Greek.		Latin.	Drawing.
11	Mathematics.	Latin.	Moral Philosophy.	Latin.	Mathematics.	Writing.
1	Model School.	Mathematics.		Mathematics.		
2		History.	Model School.	English Literature.	Model School.	
3	French.	Geography.	Natural History.	Composition.		
4				Religious Instruction.		

HIGH SCHOOL

OF

McGILL UNIVERSITY,

MONTREAL.

1864–5.

HIGH SCHOOL BOARD.

(Appointed under the New Statute.)

REV. CANON LEACH, D.C.L., LL.D.,—*Vice-Principal of the University.—Chairman.*

THOMAS BROWN ANDERSON, ESQ.
BENJAMIN HOLMES, ESQ.
ALEXANDER MORRIS, M.A., D.C.L., M.P.P. } *Governors of the University.*

BROWN CHAMBERLIN, M.A., B.C.L.,
WILLIAM BUSBY LAMBE, B.C.L. } *Fellows of the University.*

RECTOR.

PROF. H. ASPINWALL HOWE, M.A. *Upper Forms.*

MASTERS.

T. A. GIBSON, M.A. - -	*Second Form.*
D. RODGER, M.A. - - -	*First Form.*
J. KEMP, - - - -	*Third Form.*
G. MURRAY, B.A. - - -	*Rector's Assistant.*
J. ANDREW, - - - -	*Preparatory.*
PROF. P. J. DAREY, M.A. -	*French.*
PROF. C. F. A. MARKGRAF, -	*German.*
J. M. REID, - - - -	*Writing.*
F. BARNJUM, - - - -	*Drilling and Gymnastics.*

This School offers the higher kind of instruction and the mental training which together constitute the foundation of what is called a *Liberal Education.* As a Department of the University, it offers a thorough preparation for the College Course.

The Course of Instruction includes the *Latin, Greek, English, French* and *German* Languages; *Geography* and *History; Arithme-*

tic, Algebra, Plane Geometry, Plane Trigonometry with the use of *Logarithms, Mensuration* and the Elements of *Natural Philosophy; Writing & Book-Keeping; Drilling & Gymnastics. A Volunteer Rifle Association* under Military Drill has been formed of the elder Boys and is recognised by the Military Authorities. The *Religious Instruction* is not sectarian, and attendance upon it is required only from Pupils who are Protestants. Details of the above Course are subjoined in a Programme for the year. An examination of it will shew that, whilst the Latin and Greek Languages have that prominence which necessarily belongs to them in Higher Education, provision is made to impart at the same time a thorough English and Commercial Education, and that French, as being one of the colloquial languages of the country, is much cultivated.

The complete Course extends over a period of six or seven years, but Pupils are admitted for any portion of that time into any Form for which, upon examination, they are found qualified.

The Session, which is divided into four equal Terms, commences on the 1st September, and with the exception of a fortnight at Christmas and a few days at Easter, continues to the 1st July.

The full School hours are from 9 to 12½ o'clock, a.m., and from 2 to 4 p.m. every day in the week except Saturday; but the time for the Preparatory and the First Forms is shorter by an hour each day.

The School is divided into seven Forms. The Preparatory is a Lower School, in which young boys receive the training necessary to fit them for the commencement of the regular Curriculum.

For admission into this Form, it is required that the Pupil shall have attained the age of seven years, and be able to read moderately well. Regular early training is of so great importance that the entrance of a Pupil should not be delayed beyond the age of nine. The best time for entrance is at the commencement of the Session, when, owing to the promotions that take place, the classes are remodelled for the year.

The Pupils of the First, Second, Third and Fourth Forms, next above the Preparatory, are not allowed any option in their studies, but must take the whole course of instruction prescribed for them. The Pupils of the Fifth and Sixth Forms are divided into two "Sides." The "Classical Side" is intended for those boys who desire a more extended and accurate knowledge of the ancient Languages.

The "Commercial Side" is adapted for those who are to enter upon mercantile pursuits. When a Pupil has reached the Fifth form, his Parent or Guardian may select either of these sides for him, but, the choice having been made, the Pupil must pursue all the course of instruction appointed for the side to which he belongs.

Special Reports are sent, whenever it seems necessary, to the Parent or Guardian of any Pupil who has been absent, negligent of any study, or incorrect in his conduct. A Quarterly Report is made of the progress, attendance and conduct of every Pupil, shewing his rank in his Form for each study.

At the end of each Term Class Examinations are held both Written and Oral, and at the close of the Session a Public Examination takes place, followed by a Distribution of Prizes and Award of Honours, the lists being published. The Highest Honour is the Davidson Gold Medal, which is awarded to the Head Boy of the School for the year, provided the Examiners are satisfied that his attainments reach a certain standard.

The Pupils are required to prepare themselves every evening in their work for the ensuing day, as exhibited in a Time-table. As their progress will depend very much upon the diligent performance of this duty, Parents are particularly requested to allow no arrangements to interfere with it. Parents having sons at the School are earnestly invited to frequent intercourse with the Masters, so as to aid them in securing that regularity and industry so necessary to success in education. The classes are visited periodically by a Committee of the Board.

The School Building is in a healthy and airy situation, and has convenient interior arrangements, with those modern improvements which secure proper warmth and ventilation. A very good Gymnasium has been erected in the play-ground adjoining the School.

The Rector, who resides a short distance from the City, has made arrangements to receive a limited number of Pupils of the High School to board with him. Mr. Gibson, Mr. Kemp and Prof. Darey, Masters of the School, have also accommodation for Boarders.

COURSE OF STUDY FOR THE SESSION 1864-65.

PREPARATORY FORM.—Mr. Andrews.

Hours—10 to 12 A.M.; and 2 to 4 P.M.

English.—Reading and Questioning. Spelling. Formation and Derivation of Words. Grammar and Parsing.

Scripture.—The Gospel of St. Matthew.

Geography.—Outlines of the World.

Arithmetic.—The four Simple Rules, with the Multiplication Table.

Elocution.—Principles explained, with Readings and Recitations.

Writing.

Drilling and Gymnastics.

FIRST FORM.—Mr. Rodger.

Hours—10 to 12½ A.M.; and 2 to 4 P.M.

Latin.—The Grammar and Grammatical Exercises.

English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing.

Scripture.—The Gospel of St. Luke.

Geography.—Europe in detail, especially the British Isles.

History.—Outlines of the History of England.

Arithmetic.—Compound Reduction, with Tables of Weights and Measures. Mental Arithmetic.

Elocution.—Principles explained, with Readings and Recitations.

Writing.

Drilling and Gymnastics.

SECOND FORM.—Mr. Gibson.

Hours—9 to 12½ A.M.; and 2 to 4 P.M.

Latin.—The Grammar as before. Add the Irregulars, &c., and chief Rules of Syntax. Eutropius and Phædrus. Oral and Written Exercises.

English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Simple Exercises in the Analysis of Sentences.

Scripture.—The Gospel of St. John.

Geography.—Revision of Europe. Add America in detail, especially British America.

History.—British History.

Arithmetic.—Revision of previous work. Add Practice and Vulgar Fractions of the Simpler kind.

Elocution.—Readings and Recitations.

Writing.

Drilling and Gymnastics.

THIRD FORM.—Mr. Kemp.

Hours—9 to 12½ A.M.; and 2 to 4 P.M.

Latin.—The Grammar as before. Add the Appendix and all the Syntax. Cornelius Nepos and Phædrus. Oral and Written Exercises.

Greek.—Grammar and Exercises.

English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Exercises in the Analysis of Sentences.

French.—The Grammar with Oral and Written Exercises. Reading and Translation.

Scripture.—Selections from Genesis and Exodus. The Gospel of St. Mark.

Geography.—Revision of previous work. Add Asia in detail.

History.—History of British America. History of Rome.

Arithmetic. Revision. Continuation of Vulgar Fractions. Add Decimal Fractions. Mental Arithmetic.

Elocution.—Readings and Recitations.

Writing.—*Drilling and Gymnastics.*

FOURTH FORM.—The Rector and Mr. Murray.

Hours—9 to 12½ A.M; and 2 to 4 P.M.

Latin.—Revision of the Grammar as before. Add Prosody. Cæsar and Ovid. Prose Composition.

Greek.—Grammar. Oral and Written Exercises. Selections from Lucian.

English.—Reading and Questioning. Analysis. Etymology, Dictation and Easy Composition.

French.—The Grammar with Oral and Written Exercises. Dictation. Reading and Translation.

Scripture.—Selections from the Historical Books of the Old Testament. The Acts of the Apostles.

Geography.—Revision. Add Africa in detail and Scripture Geography.

History.—Revision of Rome. Add History of Greece.

Arithmetic.—Revision. Continuation of Decimal Fractions. Add Proportion. Mental Arithmetic.

Geometry.—Euclid's Plane Geometry, Book I.

Elocution.—Readings and Recitations.

Writing. Drilling and Gymnastics.

FIFTH FORM.—The Rector and Mr. Murray.

Hours—9 to 12½ A.M.; and 2 to 4 P.M.

Latin.—Revision of the Grammar. Rules for Quantity applied. Cicero and Virgil. Prose Composition. Classical Antiquities.

Greek.—Grammar and Prose Composition. Xenophon.

English.—Reading, &c., as before. Composition. English Literature.

French.—Grammar. Oral and Written Exercises. Dictation. Reading and Translation.

German.—Grammar. Oral Exercises. Reading and Translation.

Scripture.—Horne's Introduction.

Geography.—Revision. Ancient and Modern. Map Drawing.

History.—Revision of previous work.

Arithmetic.—Revision. Add Interest, per centages, &c., Mental Arithmetic.

Algebra.—To the end of Simple Equations.

Geometry.—Euclid's Plane Geometry, Books, I. II. III. IV.

Elocution.—Readings and Recitations.

Writing. Drilling and Gymnastics.

SIXTH FORM.—The Rector and Mr. Murray.

Hours—9 to 12½ A.M.: and 2 to 4 P.M.

Latin.—Occasional Revision of the Grammar. Livy and Horace. Prose Composition. Versification. Classical Antiquities.

Greek.—Frequent Revision of the Grammar. Herodotus and Homer. Prose Composition.

English.—Reading, &c., Composition. History of the Language and its Literature.

French.—As before. Add Composition. French Language used in Class.

German.—As before with Written Exercises.

Scripture.—Horne's Introduction. Evidences of Christianity.

Geography.—Ancient and Modern. Map Drawing.

History. Outlines of Universal History. Exercises in the forms of short Essays, &c.,

Arithmetic.—The higher parts, with Revision of previous work. Mental Arithmetic. Add Logarithms.

Algebra.—From Simple Equations, with Revision of previous work.

Geometry, &c.—Euclid's Plane Geometry, Books I. II. III. IV. Def. of V. VI. Plane Trigonometry.

Natural History.—The Elements of the Subject.

Elocution.—Readings and Recitations.

Writing. Drilling and Gymnastics.

COMMERCIAL CLASS.

The pupils of this Class work with their proper forms in all subjects except *Latin and Greek*, in place of which they take lessons in *Book-keeping, Commercial Forms, Elementary Commercial Law*, and additional *Writing, Arithmetic and French*.

TERMS.

Autumn Term - - - -	1st September to 15th November.
Winter Term - - - -	16th November to 31st January.
Spring Term - - - -	1st February to 15th April.
Summer Term - - - -	16th April to 14th June.

FEES.

For the Preparatory and First Forms - - - $10 50 per Term.
For the Second, Third, Fourth, Fifth and Sixth - $12.60 "

Subject to a discount of 10 per cent for two Brothers, or 20 per cent for three or more Brothers.

These Fees include all charges. They are expected to be paid in advance to the College Secretary, but, if not paid within a fortnight after the expiration of each Term, the Pupil must be withdrawn.

Government Scholars are charged $5 per annum for Stationery, Fuel, Drilling, and Gymnastics.

EXAMINATION PAPERS

OF THE

McGILL UNIVERSITY,

MONTREAL.

SESSION OF 1863-64.

Montreal:
PRINTED BY JOHN LOVELL AT THE CANADA DIRECTORY OFFICE.

1864.

FACULTY OF ARTS.

ORDER OF EXAMINATION PAPERS.

CHRISTMAS EXAMINATIONS, 1863.

I. Classics.

II. Mathematics and Natural Philosophy.

III. English Literature—Logic—Rhetoric—Mental and Moral Philosophy.

IV. Modern Languages.

V. Natural Sciences — (Chemistry—Botany—Zoology—Geology and Mineralogy).

SESSIONAL EXAMINATIONS, 1864.

I. Classics—(1) *Ordinary*, (2) *Honour*.

II. Mathematics and Natural Philosophy, (1) *Ordinary*, (2) *Honour*.

III. English Literature—Logic—Mental and Moral Philosophy.

IV. Modern Languages. — (1) *Elementary course*, (2) *Advanced course*.

V. Natural Sciences —(Chemistry—Botany—Zoology—Geology and Mineralogy). (1) *Ordinary*, (2) *Honour*.

VI. Hebrew.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

THURSDAY, DECEMBER 17TH, 9 A.M. TO 1 P.M.

GREEK.—XENOPHON:—ANABASIS, BOOK I.

FIRST YEAR.

Examiner, ... REV. PROFESSOR CORNISH, M.A.

1. Translate Chap I., §§ 10–12 inclusive.

2. *a.* Name the date of the Expedition of Cyrus: trace the route of the expedition from Sardis to Cunaxa, naming the principal towns and rivers. *b.* Enumerate and give the geographical positions of the Ἰωνικαὶ πόλεις mentioned in § 6. Why were they thus named?

3. Write a sketch of the life of Cyrus the Younger, and also of Xenophon;—give a list of his works. To what other writer has the Anabasis been attributed by some, and on what grounds?

4. Translate:—*a.* Chap. III., §§ 7–8; *b.* IV., §§ 2–3.

5. Analyse, and show the derivation of the following words which occur in Book I., and give any cognate words you may know in Latin or English:—εὐώνυμος, νεφέλη, ἀνηρπακότες, ἐγκέλευστοι, ἡμιόλιον, σχεδίαις, ἀπεγεγκεῖν, ποδήρεσι, σπείσαιτο, ἡμιβρώτους.

6. State the exact meaning and force of the prepositions in the following phrases:—παρὰ δὲ Ξενίου . . ἐστρατοπεδεύσαντο παρὰ Κλεάρχῳ; παρὰ Βασιλέα πορεύεσθαι. παρα Κῦρου ἔστησαν. ἐπὶ τοῦ Κύρου ταῦτα ἐγένετο. ταῦτα οὐκ ἐφ' ἡμῖν ἐστίν. καὶ ἐπ' αὐτᾶς ναύαρχος Πυθαγόρας: παρῆν ἐπὶ τῶν νεῶν: ἐπὶ τὸν ποταμὸν ἐξελαύνει. ἐκ Βασιλέως δεδομένα.

7. Translate:—*a.* Chap. V., § 10; *b.* VIII., §§ 16–17.

8. Parse the following Verbs used by Xenophon in this book:—ἀφικνεῖτο, ἀφεστήκεσαν, ἐκδεῖραι, κεράσας, λελοιπώς, ἠρπασμένα, πείσομαι, ἠράτην, ἐπιστάθωσαν, ἀποδεδράκασιν, κατακεκόψεσθαι, ἠμελημένος, ἀπόφηναι, ἀποφῆναι.

9. Translate:—*a.* Chap. IX., §§ 16–18; *b.* X., 13–15.

10. State the grammatical principles on which the following constructions are based:—I., 5;—πάντας οὕτω διατιθεὶς . . . εἶναι ἢ βασιλεῖ. I., 11;—ἐκέλευσε . . . ὡς ἐς Πεισίδας βουλόμενος στρατεύεσθαι, ὡς π. παρεχόντων . . χάρα. III., 10:—αἰσχυνόμενος, ὅτι σύνοιδα ἐμαυτῷ πάντα ψευσμένος αὐτόν. III., 14;—πέμψαι . . προκαταληψομένους τὰ ἄκρα. III., 21;—ἡμιόλιον δώσειν πᾶσι οὗ πρότερον ἔφερον. IV., 15;—ἄρξαντες τοῦ

διαβαίνειν. V., 10 ;—ἐπίμπλασαν χόρτου κούφου, • • • ὡς μὴ ἅπτεσθαι τῆς κάρφης τὸ ὕδωρ. VI., 10 ;—ἐπεὶ δὲ • • • προσεκύνουν • • προσεκύνησαν. VIII., 18 ;—ταῖς ἀσπίσι πρὸς τὰ δόρατα • • • τοῖς ἵπποις.

11. *a.* Decline, with accents, the following words ;—πρῶτος, σύνθημα, ὄνομα, τεῖχος, ἱκανός, ἄνθρωπος. *b.* Explain and give the meaning of the terminations in οἴκο-ι, οἴκα-δε, οἴκο-θεν. *c.* Conjugate, with accents, the Pres. and Imperf. Ind. Act. of καλέω and of λέγω ; and likewise the Aor. and Fut., Pass. and Mid., of βουλεύω.

12. *a.* What is the Infinitive Mood with the Article equivalent to? *b.* State and illustrate the rule for the *number* of the verb, when its nominative is a noun in the *neuter plural.* *c.* What class of verbs in Greek take the dependent verb in the Participial instead of the Infinitive Mood?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

FRIDAY, DECEMBER 18TH, 9 A.M. to 1 P.M.

LATIN.—CICERO:—ORATIONS AGAINST CATILINE.

FIRST YEAR.

Examiner,.....REV. PROFESSOR CORNISH, M.A.

1. Translate Orat. I., Chap. 11.

2. *a.* Write a sketch of the life and times of Cicero, and give your estimate of his character as a statesman. *b.* Under what peculiar circumstances was he elected to the Consulship? What were the conditions requisite for that office? *c.* Give the etymology of the word *consul*.

3. Translate Orat. II., Chap. 3.

4. In what places, and before whom, were these four orations severally delivered? Give a brief narrative of the conspiracy of Catiline; what were its causes and what objects had it in view? What was the fate of the conspirators?

5. Translate Orat. III., Chap. 3.

6. *a.* Explain the words *tabellas, linum, incidimus, signum, manum suum*. What were the materials used for writing by the Romans? *b.* State the difference between *mandata, litera* and *epistola*.

7. Translate Orat. IV., Chap. 5. down to *causa judicarit*.

8. Explain the Syntax of the following sentences:—

a. I. iv:—Reperti sunt duo equites, • • • pollicerentur.

b. II. ii:—Tongilium mihi eduxit.

c. II. iii:—Illum exercitum et legionibus • • • contemno.

d. II. viii:—Neque, id quod stultissimum • • • uteremur.

e. IV. iv:—Alter eos qui • • • esse usurpatum recordatur.

9. Write short explanatory notes on the words printed in italics:—

a. Patres *conscripti*

b. In *custodiam* dedebatur.

c. Ad omnia *pulvinaria supplicatio* decreta est.

d. Proximis *Idibus* sentiet.

e. *Tabulæ* nove verum *auctionariæ*.

f. Ex *fatis Sibyllinis*.

g. *Auctore* et *cognitore*, hujus sententiæ.

h. Se *prætura abdicavit*.

10. Give the difference in meaning between the following words:—*a.* Abiit, evasit, excessit, erupit; feram, patiar, sinam; promittere, polliceri; simulare, dissimulare; amittere, perdere; continere, accidere;

queo, possum; licet, fas est; oportet, debeo. *b.* Homo, vir; sanguis, cruor; delictum, facinus, flagitium; anima, animus, mens; primum, primo; indies, quotidie; nequidquam, frustra; tui affines, tibi affines; tui similis, tibi similis.

11. *a.* State the difference in meaning between;—prædĭcas, prædīcas; abutĕre, abutēre; impendēre, impendĕre; oblīti, oblĭti; occĭdit, occīdit; permànent, permānent; fŭgēre, fŭgĕre, fŭgĕre; nītĕre, nĭtēre ĕdit, ēdit.. *b.* Give the quantity of the *ultimate* of the possessive pronouns in such phrases, as;—"mea, vestra, nostra interest;" and also state the *case of* the pronoun and explain the construction of such sentences. Explain also the words *adeo, interea, præterea.*

12. *a.* Write down the Perfect, Supine, and Infinitive of:—juvo, pendo, pendeo, cado, cædo, tango, frango, eo, mordeo, strepo, fingo. *b.* Parse the following verbs:—fefellit, contigit, bacchabere, duint, prostravit, propagarit, expulit, ruperit, residebit, rettudimus, obtigerit.

13. *a.* State and illustrate the rule for the use of the tenses of the Subjunctive in dependent clauses. *b.* Distinguish between *vereor ne* and *vereor ut.* *c.* Write down the interrogative particles and give their strict meaning.

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CHRISTMAS EXAMINATIONS, 1863.

THURSDAY, DECEMBER 17TH, 9 A.M. TO 1 P.M.

GREEK.—HERODOTUS:—BOOK I.

SECOND YEAR.

Examiner..... REV. PROFESSOR CORNISH, M.A.

1. Translate Chap. V.

2. *a.* Write a sketch of the life of Herodotus, and give the probable dates of his birth and death. What was the main object he had in view in writing his History? With the events of what year does it end? *b.* State the principal grounds on which his fame as an historian rests. *c.* Name the Greek writers of history previous to his time. Define accurately the terms ἀπόδειξις and λόγιοι.

3. Translate, and give the force of the expressions, οὕτω δή; καὶ δή; and καὶ δὴ καί, as frequently used by Herodotus. Explain the construction in Chap. V. of the sentence;—τὸν ἐὲ οἶδα • • • ἀνθρώτων ἐπεξιών.

4. Translate Chap. XXXII. down to ἀνθρωπος συμφορή.

5. *a.* Point out the mistakes in the computation of time in Chap. XXXII. What methods have been proposed for their rectification? *b.* Give the divisions of the month, according to the Greek Calendar. *c.* Write explanatory notes on the terms μῆνες κοῖλοι, πλῆρες, and ἐμβόλιμοι. By what methods did they endeavour to correct the discrepancy between the *lunar* and the *solar* year?

6. Translate Chap. LIII. εἰ ἀπορέοιτο-προσθοιτο:—how do you account for the difference of Mood in these two verbs?

7. *a.* Write a short account of the colonization of the western coast of Asia Minor, and name the chief cities. *b.* By what names was the BLACK SEA designated by the Greeks, and wherefore? What does Herodotus mean by ἡ Ἐρυθρὴ θάλασσα? and by ἥδε ἡ θάλασσα? *c.* What parts of Attica did the political factions alluded to in Chap. LIX. severally inhabit? Illustrate by an outline of the country, if you can.

8. Translate Chap. LXXX. down to συλλαμβάνουσος ἀπικνέεται.

9. *a.* Explain and illustrate the usage and force of ὡς with Participles. *b.* τασσάμενος:—explain this form. Μαλιῶν:—give the Nominative, the Declension, and the Gender. *c.* Analyse the following forms of Verbs, and parse them:—ἐπαγαγόντας, κατῆκαν, ἵξαι, ἑστᾶσι, ἀπίκατο, συνέπιτο, παραπεπτωκώς, προσπεπωκόσι, εἰωχῆσθαι, ἀπόλλυι, ἐπίσταται παρέλαβε ἀπῆγον, ἀπίλαυσε.

10. Explain the Syntax of the following sentences :—

a. Chap. i. :—*Ἄργος • • προεῖχε ἅπασι τῶν ἐν τῇ κ. τ. λ.*

b. ibid. :—*ὠνέσθαι τῶν φορτίων τῶν σφι • • μάλιστα.*

c. Chap. iii. :—*τοὺς δὲ προισχομένων • • • δίκας γένεσθαι.*

d. Chap. xxvi. :—*ἀλλοισι ἄλλας αἰτίας • • • φαῖλα ἐπιφέρων.*

e. Chap. xliii. :—*ἀκοντίζων τὸν σῦν • • • Κροίσου παιδός.*

f. Chap. xlvii. :—*ἢ χαλκὸς • • • χαλκὸν δ' ἐπίεσται.*

11. Turn the following words into Attic :—*οἰκός, οἰμή, κοῖος, κατελεῖν, ἀνθρωπήϊος, λογοῖο, τεῖν, ἐποίεον, πλεῖνας, θείσεαι, ναυτιλίῃσι, καταστράφατο.*

12. Turn the following into Ionic :—*νόσος, ἐντεῦθεν, ἀφικνεῖται, θάνμαστόν, ἐννήσει, ὄνομα, πρᾶγμα, χιτών.*

13. Illustrate the usage of the Infinitive Mood as a Verbal Noun.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

FRIDAY, DECEMBER 18TH, 9 A.M. to 1 P.M.

LATIN.—HORACE:—EPISTLES AND ARS POETICA.

SECOND YEAR.

Examiner,..... REV. PROFESSOR CORNISH, M.A.

1. Translate Book I., Ep. ii., vss. 51–71 (Ed. Tauchnitz).

2. Give a short account of what is known respecting the life, rank and education of Horace, with the date and place of his birth, confirming your statements by particulars which he has himself given, especially in his Epistles. What writings had he published before his Epistles?

3. Translate Book I., Ep. viii. To what is allusion made in vs. 6? Instead of "agris," some Edd. and Mss. have "arvis;"—why is the reading of the text preferable?

4. Translate Book I., Ep. xvi., vss. 63–79. In what Greek play, and of what author, does the scene alluded to in vss. 73–79 occur?

5. Translate Ars Poetica:—*a*. vss. 45–60. *b*. 391–418.

6. *a*. Give instances of Greek phrases and constructions found in these epistles. *b*. Write down words not found in writers prior to Horace which he has used.

7. Explain the syntax of the following sentences:—

a. I. i., vss. 28–31, 32:—Non possis • • • datur ultra.

b. I. ii., vs. 44:—Pueris beata creandis uxor.

c. I. x., vss. 26–27:—Non qui Sidonio • • • vellera fucum.

d. I. xii., vs. 27:—Jus imperium • • • genibus minor.

e. I. xix., vs. 3:—Quae scribuntur aquae potoribus.

f. Ars Poetica, vss. 60–62:—Ut silvae • • • nata vigentque.

g. ib., vs. 279:—Et modicis instravit pulpita tignis.

8. Write notes, historical and explanatory, on:—

a. *Magna* coronari *Olympia*.

b. *Spectatum* et *donatum* jam *rude*.

c. Haec Janus *summus* ab *imo* perdocet.

d. *Archiacis* conviva recumbere *lectis*.

e. *Porticus Agrippae* et *via Appi*.

f. *Caecile cera* digni.

g. Spatiis *obstantia* rumpere *claustra*.

h. Ut *scriptor cyclicus* olim.

i. Si *tribus Anticyris* caput insanabile.

j. Fautor *utroque* laudabit *pollice* ludum.

9. Give the derivation of the following words :—exilis, fomenta, tormentum, momenta, frugi, peregre, solenne, austera, tibicen, maritis, interpres, annonæ, catellam, planum.

10. State the rule for the use of the Ablative Absolute. What cases are used in Latin to express (1) *duration*, and (2) *a definite point* of time? What is the construction in the Passive of (1) verbs that govern the Dative, and (2) of verbs that govern two Accusatives, in the Active? On what principle is the Ablative used to express the price at which a thing is bought?

11. Translate into Latin :—

"It is said by the ancient poets, that there are in the ocean certain islands, to which the souls of those who have led a holy and religious life are borne after their death: that there they dwell together most delightfully and pleasantly, in a most beautiful meadow bedecked with flowers: that there the sun is ever bright, the trees green, the flowers and herbs in perpetual bloom."

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

THURSDAY, DECEMBER 17TH, 9 A.M. TO 1 P.M.

GREEK.—DEMOSTHENES:—DE CORONA.

THIRD YEAR.

Examiner, ... REV. PROFESSOR CORNISH, M.A.

1. Translate pp. 220–21, Ed. Tauchnitz:—*περὶ μὲν δὴ τῶν* . . . . *μνησθῆναι.*

2. *a.* Write a sketch of the life of Demosthenes, and mention the circumstances attending the delivery of this oration and the date of its delivery. *b.* Write also a sketch of the life of Æschines, with an account of the policy and aims of the political parties at that time existing in Athens.

3. Translate pp. 227–28:—*ὁ μὲν τοίνυν* . . . *ἅπαντ' ἀπώλετο.*

4. *a.* Give the dates of the events alluded to in the above passage. *b.* Ἡμᾶς τοὺς πολλούς—to what is the allusion? *c.* For *ὅπως μὴ ἀπίωσιν*, Dindorf reads *ἵνα μὴ ἔτι ἔλθωσιν*—which is the preferable reading, and on what grounds?

5. Translate pp. 227–28:—Ἀλλ' *ἐκεῖσε ἅπαι ῥέουσι* . . . . *ταῦτα φήσει.*

6. *a.* Give an account of the reign and policy of Philip, with explanatory notes on the allusions to him in the above extract. Is the estimate which Demosthenes in this oration gives of his character and aims confirmed by history? *b.* Explain the syntax of the sentence;—*ἐώρων Φίλιππον* . . . . *καὶ βάλλειν ζῶντα.* *c.* State the difference in meaning between *ἵνα* with the Infinitive and with the Indicative.

7. Translate, p. 231:—Ἐπὶ Καλλίου . . . *τὰ δέκα τάλαντα.*

8. *a.* Give the days of the month, according to our mode of reckoning, indicated by the following:—*ἕνη καὶ νέα: δεκάτῃ ἐπίοντος: ἕκτῃ ἱσταμένου: τριάκοντα ἐκ Διός.* What is the meaning of the first, and why was it used? *b.* Give the derivation and technical meaning of the term *ἀντιγραφή.* Enumerate the *ἀντιγραφαί* at Athens. Into what classes were they divided, and upon whom did they devolve?

9. Give a short account of the various forms of the *τριηραρχία* which, according to Böckh, existed at different times in Athens. What reforms did the legislation of Demosthenes aim at effecting in this department of the Public Service?

10. Write explanatory notes on the following phrases :—*a.* εἰς τὸ τριηραρχικόν. *b.* αἱ συντήλειαι. *c.* ἐπὶ ἴσον τῇ χορηγίᾳ χρωμένους. *d.* καταβαλόντα ἐων ἐν ὑπωμοσίᾳ. *e.* συγκλήτου ἐκκλησίας ὑπὸ τῶν στρατηγῶν γενομένης. *f.* καὶ τὸ μέρος των ψήφων οὐ λαβων. *g.* καὶ σὺ προὐξένεις αὐτῶν. *h.* τὴν Μυσῶν λείαν καλουμένην. *i.* ἡ θέαν μὴ κατανεῖμαι τὸν ἀρχιτέκτονα αὐτοῖς κελεῦσαι. *j.* ἐν τοῖν δυοῖν ὑβολοῖν ἐθεώρουν ἄν.

11. Explain the construction of the following sentences :—

a. p. 219 :—οἶμαι δ' ὑμᾶς • • • ἄξιον σπουδῆς ἐμοί.

b. ib. :—πάντων μὲν γὰρ ἀποστερεῖσθαι • • • μέγιστον ἐστίν.

c. ib. :—ἀλλ' ὁρῶν, ὅτι τὰς αἰτίας • • • ὁ διώκων ἰσχύει.

d. p. 226 :—νομίζων ὅσα τῆς πόλεως • • • λυσειν τούτων ἕνεκα.

e. p. 232 :—εἶτ' οἶμαι συμβεβηκε • • • πεπρακόσιν αἰσθέσθαι.

12. *a.* Give the meaning and derivation of the following words used in this oration :—ἀνέδην, ἀγῶνα, ψήφισμα, ἐπήρειαν, προπηλακισμόν, εἰσαγγελία, τἀπιτίμια, ἐπιτιμίαν, σκώμματα, ἀναλγησίας, κατάπτυστοι. *b.* Parse the following forms of verbs :—ἀπήνεγκε, μνησικακήσετε, ἠγνωμονήκεσαν, διαρραγῶσι, πεπηρωμένον, κατεαγότα, ἀναλωκυῖαν, ἀπερριμμένοι.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

FRIDAY, DECEMBER 18TH, 9 A.M. to 1 P.M.

LATIN.—JUVENAL:—SATIRES I., III. AND VIII.

THIRD YEAR.

Examiner,..... REV. PROFESSOR CORNISH, M.A.

1. Translate Sat. I., vss. 73–98 (Ed. Oxon.).

2. *a.* In what year is it supposed Juvenal was born? Give a sketch of his life. During the reigns of what Roman Emperors did he live? Give the testimony of other Roman writers of this period in corroboration of his representations of life and manners at Rome. *b.* Name any other Roman poets, besides Juvenal, that excelled in Satire. Point out the peculiar characteristics and excellences of Juvenal as a Satirist.

3. Write notes, historical and biographical, on the following allusions in Sat. I.:—

a. Magnus *Jurunce alumnus.*

b. *Lugdunensem* rhetor dicturus *ad aram.*

c. Hæc non credam *Venusina* digna *lucerna.*

d. Multum referens de *Mæcenate supino.*

e. Aude aliquid *brevibus Gyaris* et carcere dignum.

f. Quorum *Flaminia* tegitur cinis atque *Latina.*

g. *Tecta* lucebis *in illa* • • • quid *fixo gutture* fumant.

4. Translate Sat. III.:—*a.* vss. 67–85. *b.* 302–314.

5. Give the etymology of the following words, with an account of the occupations they severally allude to:—"Grammaticus, rhetor, geometres, pictor, aliptes, augur, schœnobates, medicus, magus."

6. Give some account of the domestic and social customs alluded to in the following passages from Sat. III.:—

a. Portandum *ad busta* cadaver.

b. *Munera* nunc *edunt*, et *verso pollice* • • *occidunt.*

c. Poltus *toro meliore* recumbet.

d. De *pulvino*, surgat *equestri* cujus res *legi* non sufficit.

e. Magno *hospitium* miserabile.

f. Quid das ut Cossum aliquando *salutes?*

g. *Ingenti* curret super ora *Liburno* • • clausa *lectica* fenestra.

h. Nonne vides quanto *celebretur sportula* fumo?

i. In qua te quæro *proseucha?*

7. Translate Sat. VIII.—*a.* vss. 71–86. *b.* vss. 146–162.

8. *a.* Give the geographical situations of Amydon, Sicyon, Andros, Samos, Tralles, Alabanda, Prochyta, and Præneste. Does Juvenal follow the general usage in reference to the gender of this last name? *b.* Explain the derivation of the following words:—satira, sportula, farrago, fercula, cophinus, tympana, trechedipna, nicceteria, aliptes, conchylia, endromidem, porthmea, trientem, prosencha, cœnacula.

9. Explain the syntax of the following sentences in Sat. VIII.:—

a. vs. 2:—Longo sanguine censeri.

b. vss. 57–59:—Nempe volucrem * * * victoria Circo.

c. vs. 65:—Dominos pretiis mutare jubentur exiguis.

d. vs. 85:—Dignus morte perit, coenet licet ostrea centum.

e. vs. 142:—Quo mihi te, solitum falsas signare tabellas.

Vs. 171:—"Mitte Ostia," some Edd. read "Mitte ostia";—translate and explain the latter reading.

10. State the general principles for the arrangement of words in a Latin sentence.

11. Translate into Latin:

"Meanwhile P. Sylla, whom Cæsar at his departure had set over the camp, having received information, came to the assistance of the cohort with two legions, and on his arrival the Pompeians were easily repulsed. Indeed they could not brook the sight nor the assault of our troops; and when the first line was routed, the rest turned their backs and retreated from their position. Sylla, however, recalled our soldiers, in the midst of the pursuit, lest they should follow them too far. Now, many believe that, if he had chosen to pursue them vigorously, the war might have been finished on that day."

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, DEC. 14—9 A. M. TO 1 P. M.

EUCLID—ARITHMETIC.

FIRST YEAR.

Examiner, ... ALEXANDER JOHNSON, LL.D.

1. To a given right line apply a parallelogram equal to a given triangle and having an angle equal to a given one.

2. Triangles upon the same base and between the same parallels are equal.

a. If one side of a triangle be bisected and a line be drawn parallel to the base through the point of bisection, it will bisect the other side.

β. If the sides of any quadrilateral be bisected and the point of bisection joined so as to form a quadrilateral, and if the sides of this again be bisected and the points joined so as to form a new quadrilateral; prove that the sides of this third one, are parallel to those of the original, and equal to one half of them respectively.

3. If a right line be bisected and also cut unequally, the rectangle under the unequal parts together with the square of the intermediate part is equal to the square of half the line.

a. Include props. 5 and 6, Bk. II, under one common enunciation.

4. If two chords intersect inside a circle, the rectangles under their segments are equal.

a. This is also true if they intersect outside.

β. From this last deduce the property of the tangent given in prop. 36, Bk. III.

5. Inscribe a circle in a given triangle.

6. Give Euclid's test of proportion; give also the algebraic test, and show that the two agree.

7. Divide a given right line similarly to a given divided line.

8. If four right lines be proportional, the similar rectilinear figures, similarly described upon them, are also proportional.

9. In equal circles, angles at the centre are in the same ratio as the arcs on which they stand.

10. Add together, the sum, difference, product and quotient (the greater being divided by the less) of $\frac{5}{8}$ and $\frac{7}{9}$.

a. Give the reasons for the rule in each process mentioned.

11. The weight of a cubic inch of water is 252.458 grains, a gallon of water weighs 10 lbs. avoirdupois; find the number of cubic inches in a gallon.

12. Reduce the fractions in question 10 to decimals; solve the question then, and show that the two results coincide.

13. Give the rule for division of decimals and the reason for it.

14. If gold be at a premium of 49 per cent. when purchased with U. S. notes, what is the gold value of $357 in notes?

15. To what sum will $500 amount in 6 years 5 months and 20 days at 6 per cent. simple interest?

16. Extract the square root of 32.56.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, DEC. 14—9 A.M. TO 1 P.M.

EUCLID—ALGEBRA—TRIGONOMETRY—ARITHMETIC.

SECOND YEAR.

Examiner, ... ALEXANDER JOHNSON, LL.D.

1. Construct a figure equal to one given rectilinear figure and similar to another.

2. In a right-angled triangle, if a perpendicular be let fall from the right angle on the hypotenuse, it divides the triangle into parts similar to the whole and to each other.

3. The rectangle under the hypotenuse and either segment of it is equal to the square of the conterminous side.

4. On a given right line construct a segment of a circle containing an angle equal to a given one.

5. Given the base of a triangle, the length of the perpendicular on the base, and the vertical angle, construct it.

6. Construct an isosceles triangle each of whose base angles shall be double the vertical.

7. If the length of one of the sides be r, show that the base

$$= \frac{r\,(\sqrt{5}-1)}{2}$$

8. Solve the equations

$$\frac{x-3}{x+2} = \frac{1}{2} + \frac{x-3}{2x-1}; \quad a + x - \sqrt{a^2 + x^2} = b;$$

$$\frac{5x}{x+4} - \frac{3x-2}{2x-1} = 2; \quad \frac{x}{a} + \frac{y}{b} = 1, \; \frac{x}{b} - \frac{y}{a} = 1.$$

9. The length of a floor exceeds the breadth by 10 feet; if each had been increased by 2 ft., the area would have been increased by 104 sq. ft.; find the dimensions.

10. Multiply $a^{\frac{1}{2}} + a^{\frac{1}{2}} b^{\frac{1}{2}} + a^{\frac{1}{4}} b + b^{\frac{3}{4}}$ by $a^{\frac{1}{4}} - b^{\frac{1}{4}}$.

11. Find the Greatest Common Measure of $6x^2 + 13x + 6$ and $3x^2 + 8x - 3$.

12. Prove $\sin(A + B) = \sin A \cos B + \cos A \sin B$

$$\sin A + \sin B = 2 \sin \tfrac{1}{2}(A + B) \cos \tfrac{1}{2}(A - B)$$

$$1 + \cos A = 2 \cos^2 \tfrac{1}{2} A.$$

13. Find the circular measure of 45°.

11. Find an approximate formula for the distance of the sea horizon, being given the height of the eye.

12. Find the height of a tower on the top of a hill from the following measurements—length of base line (in same vertical plane with tower) is 300 ft.; angles of elevation of top of tower and top of hill from nearer station are 51° 30′ and 40° 50′ respectively; angle of elevation of top of tower from further station is 34° 10′.

13. Extract the square root of $\frac{2}{3}$.

14. Add together $\frac{3}{5}$ and $\frac{3}{4}$: multiply the sum by $1\frac{2}{3}$ and divide the result by $4\frac{5}{8}$.

a Reduce the above vulgar fractions to decimals, perform the same operations, and show that the results obtained by the two methods coincide.

15. If 6 men will dig a trench 15 yards long and 4 broad in three days of 12 hours each, in how many days of 8 hours each will 8 men dig a trench 20 yds. long and 8 broad.

16. If gold be at a premium of 49 per cent. when purchased with U.S. notes, what is the value in gold of $2560 in notes?

a. Construct a general formula for an answer to this question i. e. if the premium be a per cent., find the gold value of $\$m$ in notes.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, DEC. 14, 9 A.M. to 1 P.M.

MECHANICS—HYDROSTATICS.

THIRD YEAR.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. State and prove the principle of moments for two forces meeting in a point.

2. Find the centre of gravity of the perimeter of a triangle;

a. Show that it is the centre of the circle inscribed in another triangle formed by joining the middle points of the sides of the given one.

3. In the screw, find the ratio of the power to the resistance parallel to the axis.

a. If there be 9 threads to the inch, and the radius of the circle described by the power be 1 foot, what resistance will a power of 15 lbs. sustain?

4. If two forces acting upon the same point, make with one another an angle ϕ, prove that their resultant is given by the equation.

$$R^2 = P^2 + Q^2 + 2\,PQ\cos\phi.$$

5. In a balance with unequal arms, the true weight of any body is a geometric mean between its apparent weights when placed in the two scales.

6. A horse drawing a waggon at the rate of 2 miles an hour, exerts a traction of 154 lbs; what is the work done per minute?

7. Prove the equations for the motion of bodies falling from a state of rest in vacuo:

$$v = gt,\quad s = \tfrac{1}{2} gt^2;\quad v^2 = 2gs,$$

a. Show how these must be modified if the body have an initial velocity in the vertical line.

8. A stone falls from the mouth of a coal pit, and 3 seconds after, another falls from a point 400 feet lower down; at what depth will the first overtake the second, and after what time.

9. An inclined plane has an inclination of 1 foot in 60; find the velocity acquired by a body rolling down 450 feet of it, (g=32.19);

10. Define a simple pendulum and find its time of oscillation.

a. Define a compound pendulum and its centre of oscillation.

b. The length of a seconds pendulum at London is 39.139 inches; hence calculate the dynamical measure of gravity.

10. Investigate the equation of motion of a heavy body projected in vacuo at any given angle with the horizon, and with a given velocity.

11. Classify bodies with respect to their elasticity, and define the co-efficient of elasticity. Investigate the motion of a body impinging on a plane at a given angle and with a given velocity.

12. Find the pressure on a rectangular surface immersed in a liquid, with two of its edges horizontal;

a. The upper side of a sluice gate is $10\frac{1}{2}$ feet beneath the surface; its dimensions are 3 feet vertical by 18 inches horizontal; calculate the pressure upon it.

13. Define the centre of pressure, and find it for a rectangular surface one of whose sides coincides with the surface of the liquid.

14. Describe experiments exhibiting the weight, pressure, and elasticity of the atmosphere.

15. State Boyle & Mariotte's law, and Dalton & Gay-Lussac's law, and from them deduce the equation for finding the volume of a gas when the temperature and pressure are changed:

$$V'=V\frac{460+t'}{460+t}\times\frac{p}{p'}$$

16. If 100 cubic inches of dry at 60° Fah. and pressure 30 in., weigh 31.0117 grains, find the volume of 1 lb. of air a the temperature 72° and pressure 29 inches.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, DEC. 14—9 A. M. TO 1 P. M.

ASTRONOMY—OPTICS—MECHANICS—HYDROSTATICS.

FOURTH YEAR.

Examiner, ... ALEXANDER JOHNSON, LL.D.

1. Investigate a method for determining the distance of the Earth from the Sun from the following data:—the velocity of light, the aberration of a star in the pole of the ecliptic, and the time of revolution of the Earth in her orbit.

a. How is the time of revolution (one of the above data) found?

2. Distinguish between a Lunar Month and a Synodic Month, and state how the length of each may be found.

3. Give a concise and accurate explanation of the Phases of the Moon. When the Moon is crescent-shaped how can you tell whether she is in her first or last quarter? Give reasons.

4. Investigate a method for determining the distance of Jupiter from the Sun.

5. Prove the formula connecting the distances of the foci of incident and reflected rays for a concave spherical mirror.

a. Examine by means of the formula the relative positions of an object and image, as the object moves in from a great distance to the surface of the mirror.

6. Define the centre of a lens, and find it.

7. Find the magnifying power of a convex lens, being given its focal length, and the distance of distinct vision.

8. Describe the Galilean telescope, and find its magnifying power.

9. Investigate the condition of equilibrium in the Lever in the *general* case.

a. If the Power and Resistance in a straight lever of the first order be 17 lbs. and 32 lbs. and make with each other an angle of 79°, find the strain on the fulcrum.

10. If a beam rest on two inclined planes whose inclinations are i and i' respectively; find the pressure on each plane.

11. The velocity acquired by a body in running down an inclined plane is equal to the velocity acquired in falling down the height of the plane.

12. A ball falling from a height of 100 ft. hops four times on the surface of a body with which its common coefficient of elasticity is $\frac{1}{4}$; find the height of the fourth hop.

13. What is the dynamical measure of the force with which a piece of limestone (sp. grav. = 2.68) will commence its descent in water if let fall from rest?

14. Describe the suction-pump and its action.

15. Explain the method for finding the specific gravity of liquid mixtures.

16. The volume of a balloon being 446 cubic fathoms, the sp. gr. of the gas used being 0.45, and the weight of the balloon and car being 1000 lbs.; calculate the ascensional force.

Faculty of Arts.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, DECEMBER 21ST, 9 TO 12 A.M.

ENGLISH.

FIRST YEAR.

Examiner.....REV. DR. LEACH.

1. Explain the following grammatical terms:—syncope, aphaeresis, apocope, prothesis, epenthesis, paragoge, metathesis; and give one or two examples of each of these processes.

2. Show how proper nouns tend to become class nouns, and how class nouns are made specific so as to have the force of proper nouns.

3. How are the plurals of compound proper names formed?

4. "You" is used in English as the "pronomen reverential"—why?

5. Why are certain pronouns called reflexive?

6. Show how the following adverbs are formed:—here, hence, hither there, thence, thither, then, when, why, whither.

7. Adjectives are classified in two ways—which are they?

8. Verbs are classified in several ways—which are they?

9. In such forms as "it is expedient that," what does "it" stand for, and in what case is it?

10. What is the principle on which futures are formed, and what is the doctrine given as to the use of "shall" and "will"?

11. Give the classification of adverbs, according to their meaning and origin.

12. Give the classes into which co-ordinate and subordinate conjunctions are divided.

13. What are correlative conjunctions?

14. When nouns and distributive pronouns of different numbers are in apposition, and when nouns of different numbers are in apposition, with which, in each case, does the verb agree?

15. When two nouns are connected by "and" and preceded by "every," "no," in which number is the verb to be put?

16. When two nouns are connected, the one affirmative, the other negative, making two propositions, with which does the verb agree?

17. State the principal cases in which the nominative is placed after the verb.

18. What are attributive genitives and objective genitives?

19. Give the rule for the position of possessive and analytic genitives, and mention the cases in which it admits of exceptions with respect to the latter.

20. Analyse the following sentence, and express, in the notation given, the co-ordination and subordination of its parts:

"In the morning fix thy good purpose; and at night examine thyself what thou hast done, how thou hast behaved thyself in word, deed, and thought; for in these, perhaps, thou hast oftentimes offended God and thy neighbour."

Faculty of Arts.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, DECEMBER 21ST, 1 TO 4 P.M.

LOGIC.

SECOND YEAR.

Examiner..... REV. DR. LEACH.

1. Explain what is meant by "truths which the mind possesses, whether consciously or unconsciously, before and independent of experience."

2. State the argument given to show, that the conditions of all knowledge are a priori.

3. Give Bacon's similitude of the image in the mirror.

4. Why is Logic called an a priori science?

5. Why is Logic far less liable to error, than those sciences which have to do with external facts?

6. The active intellect is said to have two powers, the suggestive and the critical—explain them.

7. In the division of the subject (Logic), what order in the distribution of its parts, is here and usually followed?

8. Explain what is meant by "Method," as a part of Logic.

9. Distinguish between singular representations and conceptions.

10. Explain what is meant when attributes are distinguished as, essential, contradictory, diametrically opposed, repugnant, compatible.

11. What special advantage, besides the means of varying the forms of thinking, is ascribed to privative conceptions.

12. Show how a pair of relatives with the ground of their relation, may be resolved into substance and attribute.

13. Which are the two predicable classes here given,—explain them; give the common division and that of Aristotle.

14. Explain the common division of judgments as to relation.

15. Give the different arrangements possible of the terms of hypothetical judgments.

16. State the two modes of reduction of hypothetical judgments, to categorical.

17. Show how conditionals may appear, either as substitutive or attributive judgments, and how disjunctive judgments may all be referred to the head of substitutive.

18. Show why negative judgments distribute the predicate.

19. Give the summary of the analysis of judgments.

20. Explain the difference between Explicative and Amplicative judgments, and give examples of each kind.

21. Give the judgments which are opposed as contradictory, inconsistent, sub-contrary, and show what may be inferred, from the positing for the removal of one or other of the judgments opposed, respectively.

22. Give an example, of an immediate inference from a disjunctive judgment and an immediate inference by a complex conception.

Faculty of Arts.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, 21ST DECEMBER, 9 to 12 A.M.

RHETORIC.

THIRD YEAR.

Examiner, ... REV. DR. LEACH.

1. What is the immediate and proper province of Rhetoric?

2. State the "preliminary rules" to be observed, when it is the object to furnish proof of any proposition.

3. Give concrete examples, in illustration of Moral and Demonstrative, of Direct and Indirect Arguments.

4. Explain the terms "Cause," and "Accounting for," in the scientific sense, and in the popular sense.

5. Explain the difference, between the Probability aimed at in works of fiction, and in argumentative compositions.

6. Explain at length, and illustrate by examples, what is meant by proving an effect from a cause, and a cause from an effect; and explain the difference between the cause, and the proof of a fact.

7. State the proof for the existence and moral attributes of the Deity in the form of the argument from progressive approach.

8. Show how the argument from effect to cause, and that from cause to effect, are usually united in the argument from Example.

9. What is the caution given, with respect to "important and unimportant resemblances, and differences of cases?

10. Show in what manner, invented or fictitious examples may be usefully employed in argumentation, and explain the fallacy to which the use of them is apt to give rise.

11. In what cases is it expedient to advance gradually in the full statement of the proposition required, and to prove separately and in order, each part of the truth in question?

12. What disadvantageous effects are likely to result from the establishment of a principle, by argument very much beyond what is sufficient?

13. Why, in the investigation of the laws of nature, is a single experiment often conclusive; and why are many coinciding instances necessary in human affairs, to warrant even a probable conclusion?

14. Illustrate the force of concurrent signs in Testimony, and other kinds of argument.

15. State the instance of an argument drawn from a parallel case, given in the memoir of Roger Williams.

16. Give an instance of an argument, conveyed in a single term employed metaphorically.

17. Show the danger of using topics, not directly accessible to the persons addressed.

18. Show whence arises the difficulty of refuting what is excessively weak, and the persuasive effects (commonly) of bald and confident assertions.

19. Show why the objections of an opponent should be stated in their full force.

20. State and explain the different kinds of Introductions.

Faculty of Arts.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

MONDAY, DECEMBER 21ST, 1 TO 4 P.M.

MORAL PHILOSOPHY.

FOURTH YEAR.

Examiner..... REV. DR. LEACH.

1. How does it happen that the facts of consciousness are often as of an ordinary and uncertain character in comparison with those of the external world?

2. Show cause why the existence of moral truths should be held unquestionable.

3. Show the necessity of expressing moral truths in definite and permanent terms.

4. Show the advantages of a systematic construction of moral truths.

5. Reply to the objection that morality is a matter of feeling not of reasoning.

6. Reply to the objection taken from the insufficiency of the merely human force of morality.

7. With what sentiments is our judgment of actions simply as right or wrong, accompanied?

8. Show that reason is the necessary guide in all moral actions.

9. Which are the two primary sources of moral rules, and what the general term used to express the united force of both?

10. Show the necessity of a supreme rule of human action; explain the different ways by which it is arrived at and express it formally.

11. Why ought a distinction to be made between one's condemnation of immoral internal principles and immoral operative principles?

12. How do the laws acknowledge their dependence upon morality, and how is morality dependent upon law?

13. Show that the common judgment of mankind does not regard the want of common moral principles simply as a calamity.

14. State the different leanings, carelessness of justice and honesty and intentional injustice and dishonesty.

15. Why do not all acts of past injustice not overturn present possession?

16. State some of the distinctions between virtue and duty.

17. Show that intellectual culture is a duty.

18. Whence does the supreme rule of human action derive its real authority? The reason for doing what is absolutely right is, what?

19. What would be the consequence of defining beforehand the conditions under which violations of duty are excusable.

20. What is the consideration that makes scarcely anything indifferent in a moral point of view?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS 1863.

TUESDAY, DEC. 22ND—1½ P.M. TO 4½ P.M.

GERMAN.

SECOND YEAR.

Examiner,..... PROFESSOR C. F. A. MARKGRAF.

1. How do you derive Adjectives, *a.* from names of material, and *b.* from the names of nations? Give instances.

2. When are Adjectives declined in German, and how many different forms of declension do they assume? State the rules in full, and write the 4 cases singular, masculine and neuter, of „groß" according to each declension.

3. Give the plural cases of the definite Article when used for diejenigen, dieſe, jene, and welche;—and the 4 cases singular, masculine and neuter, in both forms, of the absolute possessive Pronouns 'mine and 'ours.'

4. When must the pronoun 'that' be rendered by „dieſer", when by „jener", and when by „derjenige"? Give one example for each case.

5. *a.* To what declension belong Masculine Nouns ending in „e" in the nominative singular? Are there any exceptions to this rule?—How do you inflect Neuter Nouns having the same termination? Give two examples. *b.* What Nouns must invariably take „es" in the genitive singular? *c.* What is meant by the „Umlaut"? What classes of Nouns take it in the plural, and in what declension?

6. Decline:—Some beautiful birds—several good men (Menſch), in the 4 cases plural.

7. Explain the construction with aber and ſondern, adding examples.

8. Can the expressions: „auf es" (upon it), „mit ihm" (with it), „in welchem" (to which), „in es" (into it),—be used when relating to things? If not, by what forms must they be replaced?

9. *a.* Write the three persons singular, present tense, of geben, ſehen, zerbrechen tragen nehmen, ſprechen. *b.* State what Verbs reject the letter „e" in some personal endings of the present indicative, and in what persons. Add examples. *c.* Show which of the three Auxiliary Verbs is used in connection with every German verb, and in what Moods and Tenses

10. Translate into German :

Can you tell me where these two roads lead to? The one leads to the fields, and the other into the woods. The Pole is the enemy of the Russian. The Turks had the land of the Greeks. The son stands by the side of his father. The tailor has no more black cloth, but he has some more blue cloth. These boys play with the round hats of those sailors. These people were wicked, but they have become good. What kind of books do your young friends read? They are reading the great works of the old Romans. Must I go any whither? You must fetch the chairs which are in the garden under the large tree. I have been at your house this morning, but I had not the pleasure to see you; when can I come to you? You will (fut.) find me at home every evening at a quarter to eight. You work as much as we. We go out less than they.

11. Translate into English :

Der Engel, der die Blumen verpflegt und in ſtiller Nacht den Thau darauf träufelt, ſchlummerte an einem Frühlingstage im Schatten eines Roſenſtrauchs. Und als er erwachte, da ſprach er mit freundlichem Antlitz: „Lieblichſtes meiner Kinder, ich denke dir für deinen erquickenden Wohlgeruch und für deinen kühlen Schatten. Könnteſt du dir noch etwas erbitten, wie gern würde ich es dir gewähren!"—„So ſchmücke mich mit einem neuen Reize," flehte darauf der Geiſt des Roſenſtrauchs. Und der Blumenengel ſchmückte die ſchönſte der Blumen mit einfachem Mooſe.

Lieblich ſtand ſie da in beſcheidenem Schmuck, die Moosroſe, die ſchönſte ihres Geſchlechts.

Krummacher.

„Ich muß nun ſchon mein Liebſtes daran wenden, um zu meinem Zwecke zu gelangen!" dachte der Wolf und kam zu dem ſechſten Schäfer.

„Schäfer, wie gefällt dir mein Pelz?" fragte der Wolf. „Dein Pelz?" ſagte der Schäfer." „Laß ſehen! Er iſt ſchön; die Hunde müſſen dich nicht oft unter gehabt haben."

„Nun ſo höre, Schäfer; ich bin alt, und werde es ſo lange nicht mehr treiben. Fättere mich zu Tode, und ich gebe dir den Pelz."

„Ei, ſieh doch!" ſagte der Schäfer. „Kömmſt du auch hinter die Schliche der alten Geizhälſe? Nein, nein; dein Pelz würde mich am Ende ſiebenmal mehr koſten, als er werth wäre. Iſt es dir aber ein Ernſt, mir ein Geſchenk damit zu machen, ſo gib mir ihn gleich jetzt." Hiermit griff der Schäfer nach der Keule, und der Wolf entfloh.

Lessing.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

TUESDAY, DEC. 22ND—1½ P. M. TO 4½ P. M.

GERMAN.

THIRD YEAR.

Examiner.....PROFESSOR C. F. A. MARKGRAF.

1. When is the Preposition 'of,' standing between two substantives in English, not expressed in German. Give examples.

2. What case must be used in reply to the questions: wann? wie oft? in speaking of something that takes place habitually and at a determinate period? Give two examples.

3. Write the Present Infinitive of the Active Voice, and the corresponding Moods and Tenses of the Passive Voice of the following Forms of Verbs: — ich ſchlüge, du verachteteſt, ihr verdarbet, er hatte weggegeben er zerriße, geſtoßen haben, wir fahren, ſie brannten ab, ich werde abgeſchnitten haben.

4. Point out the difference in the use of Uhr and Stunde.

5. *a*. Give the gender and meaning of Nebel, Schnee, Vermögen, Schloß, Reihe, Schaden, Degen, Stein, Pfund, Fehler, Flinte, Zoll, Gemälde, Hecht, Schlüſſel, Dutzend, Wirth.—*b*. How do you form a substantive denoting the man born in such a town or country. Offer instances.

6. Exemplify the construction with the Verbs verlangen, bitten, anſprechen, erbitten.

7. Give the meaning and the Past Infinitive of ſcheinen, gelingen, reiten, ankommen, erweiſen, gehören, weglaufen, ſtehen, begegnen.

8. Which is the Historical Tense of the Germans? Can it be used, when the narrator was not an eye-witness? Give examples.

9. Mention some Reflexive Verbs in German, which cannot be used otherwise.

10. Give the different versions of:—They hurt nobody—that fits you very well—what has become of him?—he has enlisted—the sun shines —I have dined—we take care of it (neuter).

11. Translate into German:

He is the successor of my father in his office. The man, after whom you inquire, serves me well, but he spends too much. By whom is the blind (man) led? The sun is in my eyes. The soldiers have fired several times. As soon as he saw me, he spoke to me. Upon this they said. He wrested the book out of my hand. We have just returned from London, and we know that you will (fut.) be pleased with what we brought (perf.) along with us. Of what height is that house? It is nearly sixty feet high. I have been looking for an acquaintance of mine. His parents are still alive. I like travelling in that country, and I intend going there once more, because it is good living there and not dear. This ring costs me eight florins and a half. One must rise early in the summer, in order to see the sun-rise. How long is it since you heard (perf.) of your son who is studying in Dresden? It is hardly two months since he wrote (perf.) to me.

12. Translate into English:

Rings um das Schloß aber begann eine Dornenhecke zu wachsen, die jedes Jahr höher ward und endlich das ganze Schloß umzog und drüber hinaus wuchs, daß gar nichts mehr, selbst nicht die Fahnen auf den Dächern, zu sehen war. Es ging aber die Sage in dem Land von dem schönen, schlafenden Dornröschen, denn so wurde die Königstochter genannt, also daß von Zeit zu Zeit Königssöhne kamen und durch die Hecke in das Schloß dringen wollten. Es war ihnen aber nicht möglich, denn die Dornen hielten zusammen, als hätten sie Hände, und die Jünglinge blieben darin hängen und starben jämmerlich. Nach langen, langen Jahren kam wieder ein Königssohn durch das Land, dem erzählte ein alter Mann.....
.....daß er von seinem Großvater gehört, wie viele Königssöhne gekommen, um durch die Dornenhecke zu dringen, aber darin hängen geblieben und eines traurigen Todes gestorben wären. Da sprach der Jüngling: „Das soll mich nicht abschrecken, ich will hindurch und das schöne Dornröschen sehen." Der Alte mochte ihm abrathen, wie er wollte, er hörte gar nicht darauf.

Gebrüder Grimm. (*a*)

Doch strenge blickt der Fürst ihn an
Und spricht: „Du hast als Held gethan
Der Muth ist's, der den Ritter ehret,
Du hast den kühnen Geist bewähret;
Doch sprich! Was ist die erste Pflicht
Des Ritters, der für Christum ficht,
Sich schmücket mit des Kreuzes Zeichen?
Und Alle rings herum erbleichen.
Doch er, mit edlem Anstand, spricht,
Indem er sich erröthend neiget;
„Gehorsam ist die erste Pflicht,
Die ihn des Schmuckes würdig zeiget."—

„Und diese Pflicht, mein Sohn," versetzt
Der Meister, „hast du frech verletzt.
Den Kampf, den das Gesetz versaget,
Hast du mit frevlem Muth gewaget."
„Herr, richte, wenn du alles weißt,"
Spricht jener mit gesetztem Geist,
„Denn des Gesetzes Sinn und Willen
Vermeint ich treulich zu erfüllen.
Nicht unbedachtsam zog ich hin,
Das Ungeheuer zu bekriegen;
Durch List und kluggewandten Sinn
Versucht' ich's, in dem Kampf zu siegen." (*b*)

Schiller.

a. Who are the Brothers *Grimm*? Give the date of their respective births. By what merits did they attain their great literary fame? State from what work of theirs the tale is selected, a fragment of which is here given.

b. By whom has the original event been recorded which forms the basis of this poem? Can you give the name of the hero, and that of the grand-master, who are introduced as interlocutors in the stanzas quoted above? When did the latter occupy the post? Has *Schiller* made any alteration in the historical narrative? What is the leading idea of the poem?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

TUESDAY, DECEMBER 22,—9 A. M. TO 12 NOON.

FRENCH.

SECOND AND THIRD YEAR. — ELEMENTARY COURSE.*

Examiner.....P. J. DAREY, M. A.

I. Translate into English :

LE COURTISAN.

Près des grands, tout (1) le monde sert ou veut servir. L'un (2) présente la serviette et l'autre le vase à boire. Celui-ci reçoit (3) ou demande salaire, tend la main, se recommande, supplie. Mendier n'est pas honte à la cour : c'est toute la vie du courtisan. Dès l'enfance, appris à cela, voué à cet (4) état par honneur, il s'en acquitte bien autrement que ceux qui mendient (5) par paresse ou par nécessité. Il y apporte un soin, un art, une patience, une persévérance, et aussi des avances, une mise de fonds ; c'est tout en tout genre d'industrie.

COURIER.

(1) What part of speech is *tout* ? What are the three other ways to write that word ? State when you use each of them.

(2) What part of speech is *l'un* ? Why is this word in masculine gender and singular number ?

(3) What tense is *reçoit* ? What are the *futur*, the *subjunctive present*, and the *imperfect* of the *subjunctive* of that verb ?

(4) What is the reason this demonstrative adjective is so written ?

(5) What is the subject of this verb ? What sort of verb do you call it ? Why ?

II.* When are *some* and *any* expressed by the partitive article, and when by the indefinite adjective ? Give two examples of each case.

III.* Give the rule to form the feminine of adjectives ending in *f*, *x*, *é* and *on*. Give examples.

IV.* Write in letters and translate into French : In the year 1862, that man has walked one thousand two hundred and fifty-two miles. Explain the rule concerning *mille* in French.

V.* When do you translate *this* by *ceci*, by *celle*, by *celui-ci*, and by *celle-ci* ? Give an example of each case.

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* Questions with an asterisk (*) are for the second year only.
Questions thus marked (†) for the third year only.
Questions with no marks for both years.

VI.† Translate into French : *I have been told that he is gone*, and explain the idiomatical difference there is between the French and the English language in these expressions.

VII.† What is omitted in English, but must be expressed in French, when you have to translate : *I hope he will come ; Here is a man I admire.*

VIII.† When do you translate *whose* by *dont*, and when by *de qui* ? State the rule, and give examples.

IX.† When do you translate *to apply* by *s'adresser*, and when by *s'appliquer* ? Give an example of each case.

X.† How do you translate in English : *I wash my hands ?* What idiomatical difference is there in those expressions between the French and the English language ?

XI. State the rules concerning the *Past Participle* conjugated with the auxiliary *to have*. Illustrate it by two examples.

XII. Write the *Past Participle*, the *Preterite Definite*, and the *Subjunctive Present* of the verbs *être*, *aller*, *boire*, *dire*, *écrire*, and *falloir*.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

TUESDAY, DECEMBER 22,—9 A. M. TO 12 NOON.

FRENCH.

SECOND YEAR. — ADVANCED COURSE.

Examiner ..... P. J. DAREY, M. A.

I. Quels sont les differents changements auxquels sont soumis les adjectifs terminés au masculin en *eur*, pour former leur féminin? Ecrivez au féminin les adjectifs *chanteur*, *supérieur*, *enchanteur*, *pêcheur*, *vengeur*, *bienfaiteur*, *trompeur*, *serviteur* et *consolateur*.

II. Qu'appelez-vous verbes *attributifs?* Quels sont-ils? Traduisez cette phrase en anglais: *L'esprit a beau faire plus de chemin que le cœur, il ne va jamais si loin.* Quels verbes attributifs contient-elle?

III. Combien y a-t-il de sortes de compléments dans les verbes français? Traduisez cette phrase en anglais: *Il ne faut pas se prêter aux plaisirs; dès qu'on s'y abandonne, on se prépare des regrets.* Enumérez les différentes especes de compléments qui y sont renfermés.

IV. Traduisez en anglais: *Les anciens ont frayé le chemin que nous suivons, et nous allons frayer celui que suivront ceux qui viendront après nous.* A quel temps est *ont frayé?* Comment font la première et la deuxieme personne pluriel de ce verbe, à l'*imparfait de l'indicatif* et au *présent du subjonctif?* Donnez la regle.

V. Quand les verbes terminés au présent de l'infinitif par *cer* prennent-ils une cédille sous le *c*? Donnez en trois exemples. Quand les verbes qui ont à l'avant-derniere syllabe un *é* fermé le changent-ils en *è* ouvert? Donnez en trois exemples.

VI. Qui est l'auteur de la comédie le *Misanthrope?* Quel caractere l'auteur de cette pièce a-t-il voulu tourner en ridicule?

VII. Traduisez en anglais:

ALCESTE.

Si l'on peut pardonner l'essor d'un mauvais livre,
Ce n'est qu'aux malheureux qui composent pour vivre.
Croyez-moi, résistez à vos tentations,
Dérobez au public ces occupations:
Et n'allez point quitter, de quoi que l'on vous somme,
Le nom que, dans la cour, vous avez d'honnête homme,
Pour prendre, de la main d'un avide imprimeur,
Celui de ridicule et misérable auteur.
C'est ce que je tachai de lui faire comprendre.

ORONTE.

Voilà qui va fort bien, et je crois vous entendre.
Mais ne puis-je savoir ce que dans mon sonnet....

Misanthrope, Acte I, scène 11.

VIII. Que signifient ces expressions : "*traiter du même air*," "*les dehors civils*," "*rompre en visière*," "*faire à la cour quelque ouverture*." Quelle observation faites-vous sur *plaiderie* (*Mis.*) ? Quelle en est la racine ?

IX. Quelle faute y a-t-il dans ce vers :

Dès qu'on voit qu'on nous mêle avec tout l'univers.

Et dans celui-ci :

Et quand on a quelqu'un qu'on hait, ou qui déplaît.

X. Traduisez en français :

WESTMINSTER ABBEY.

When I am in a serious humor, I very often walk by myself in Westminster Abbey, where the gloominess of the place, and the use to which it is applied, with the solemnity of the building, and the condition of the people who lie in it, are apt to fill the mind with a kind of melancholy, or rather thoughtfulness, that is not disagreeable. I yesterday passed a whole afternoon in the church-yard, the cloisters and the church, amusing myself with the tombstones and inscriptions, that I met with in those several regions of the dead. *Spectator.*

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

TUESDAY, DEC. 22—9 A. M. TO 12 NOON.

FRENCH.

THIRD YEAR. — ADVANCED COURSE.

Examiner ... . P. J. DAREY, M. A.

I. Qui est-ce qui a composé la tragédie d'ATHALIE? Donnez une idée de cette pièce. Dites quels en sont les personnages principaux, et quel rôle ils jouent dans cette pièce. Combien cette pièce a-t-elle d'actes? Quels sont les principaux événements qui ont lieu dans les deux premiers?

II. Traduisez en anglais:

C'était pendant l'horreur d'une profonde nuit :
Un mort, Jézabel devant moi s'est montrée (1),
Comme au jour de sa mort, pompeusement parée (1) :
Ses malheurs n'avaient point abattu sa fierté ;
Même elle avait encore cet éclat emprunté
Dont elle eut soin de peindre et d'orner son visage,
Pour réparer (2) des ans l'irréparable (2) outrage :
" Tremble, m'a-t-elle dit, fille digne de moi ;
" Le sang de Dieu des Juifs t'emporte ainsi sur toi.
" Je te plains de tomber dans ses mains redoutables,
" Ma fille." ATHALIE, ACTE II, SC. V.

(1) Pourquoi ces deux mots ont-ils deux *t* ? Donnez la règle.

(2) Quelle figure de syntaxe *réparer* et *irréparable* forment-ils ? Est-elle correcte ou non ? Pourquoi ?

III. Traduisez en anglais:

Mais de ce souvenir mon âme possédée
A deux fois en dormant revu la même idée. (*Ath.*)

Et celle-ci :

Dieu, qui, frappant Joram, le mari de leur fille,
A jusque sur son fils poursuivi leur famille. (*Ath.*)

Quelle faute y a-t-il dans ces vers ? Pourquoi est-ce une faute ?

IV. Qu'est-ce que le mode subjonctif exprime ? Après quels verbes doit-on employer ce mode ? Qu'est-ce qui détermine le temps du subjonctif que l'on doit employer ?

Traduisez en français: Solon, when dying, ordered that his bones should be conveyed to Salamis (-MINE), that they should be burned, and that their ashes should be thrown over the whole plain.—Expliquez

pourquoi vous vous servez des divers temps et des divers modes dont vous faites usage dans cette traduction.

V. Traduisez en français :

Politeness is like running water, which makes the hardest pebbles even smooth.

The stars appearing and disappearing fill us with joy and awe.

Dites si vous faites usage de l'*adjectif verbal* ou du *participe présent* dans la traduction de ces phrases, et pourquoi.

VI. Traduisez en français :

It is easier to say new things than to reconcile those which have been said. Cicero died after having defended private individuals and the state for sixty years, fought against tyrants and cultivated philosophy, eloquence, and literature. The strongest inclinations are those which the people have formed in childhood. The plant set at liberty preserves the inclination which it had been forced to take. The issue of this battle was such as had been foreseen. The long years that Fontenelle has lived have been consecrated to science and literature. Ambition never parts from a heart of which it has once taken possession.

Expliquez comment il faut écrire en français chacun des participes qui se trouvent dans ces phrases.

VII. Traduisez en français :

If to do were as easy as to know what were good, chapels had been churches, and poor men's cottages, princes' palaces. It is a good divine that follows his own instructions. I can easier teach twenty what were good to be done, than be one of the twenty to follow mine own teaching. The brain may devise laws for blood, but a hot temper leaps over a cold decree. Such a hare is madness to youth, to skip o'er the meshes of good counsel, the cripple. But this reasoning is not in the fashion to choose me a husband :—O me, the word choose! I may neither choose whom I would, nor refuse whom I dislike, so is the will of a living daughter curb'd by the will of a dead father : Is it not hard, Merissa, that I cannot choose one, nor refuse none ?

Merchant of Venice, Act I, sc. II.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

TUESDAY, DEC. 15: 10 A.M. TO 1 P.M.

ELEMENTARY CHEMISTRY.

FIRST YEAR.

Examiner.....T. STEARY HUNT, M.A., F.R.S.

1. Give examples of the laws of definite and multiple proportions.
2. Explain what is meant by allotropism, and give examples.
3. Write the formulas of chloric, phosphoric, and sulphuric acids.
4. Describe the preparation and properties of oxygen.
5. Explain the nature and structure of a candle flame, and the cause of its luminousness.
6. What is the formula of carbonic acid gas, and how much carbon do 100 parts of it contain?
7. What is meant by monobasic, bibasic, and tribasic acids?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1863.

TUESDAY, DEC. 15; 10 A.M. TO 1 P.M.

PHYSICAL GEOLOGY AND MINERALOGY (IN PART).

FOURTH YEAR AND ENGINEERING STUDENTS.

Examiners, { J. W. DAWSON, LL.D., F.R.S.
T. STERRY HUNT, M.A., F.R.S.

1. Define the terms aqueous, volcanic, plutonic, and metamorphic, as applied to rocks, with examples.

2. Explain the consolidation and hardening of aqueous deposits, and the usual modes of mineralisation of organic remains.

3. Explain dip, strike, anticlinal and synclinal arrangements, and unconformability.

4. State the causes of denudation, and some of the results which it has produced.

5. State the data for the determination of the relative ages of stratified rocks, and of unstratified masses occurring with them.

6. Explain the nature and mode of occurrence of faults, dykes, and veins.

7. Explain the bathymetrical distribution of marine animals, and the mode of accumulation of the more common rocks of organic origin.

8. Describe the scale of hardness of minerals, and give the hardness of heavy-spar, pyroxene, and steatite.

9. What are the chemical and physical differences between dolomite and calcite?

10. What are the properties of quartz, and what its most common varieties?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.—THURSDAY, APRIL 14TH :—9 A.M. TO 1 P.M.

GREEK.—HOMER.—ILIAD, BOOKS VI. AND VII.

FIRST YEAR.

Examiner,..... .....REV. GEORGE CORNISH, M.A.

1. Translate :—
   a. VI :—vss. 123—143.
   b. VI :—vss. 286—296 and 494—502
   c. VII :—vss. 17—32 and 109—119.
   d. VII .—vss. 161—170 and 287—302.

2. Explain the grammatical construction of the following sentences :—

a. Ἄλλη οἱ οἴτις των γε τόσ' ἴμερσε λυγρὸν ὀλεθρον
Πρόσθεν ἰὼν ταττάσας.

b. Μῆτις νυ, ἑταῖρων ἐπιβαλλόμενος, μετόπισθε
Μίμνετω, ὥς κε πλεῖστα φέρων ἐπι νῆας ἵκηται.

c. Ἔρχω δὲ Πάριν πτελέσσαι ὦρα καλέσσω
Αἴ κ' ἐθέλησ' εἰσάντος ἀκουέμεν.

d. Ἀλλ' ἄνα, μή τα λάχα ἄστυ πυρὸς ἔμοιο θέρηται.

e. Τῶ κε τάχ' ἀντήσειε μάχης κορυθαίολος Ἕκτωρ.

3. Parse and analyse the following verbs :—
ἐπέμαχεν. ἐνεγκαμένῃς. ἔστησεν. σχέτο. προΐει. εἶσαι. ἵσσατο. τραφέμεν γε. ἴσχε. ἐπόφθας. εἶσιν. κατέδυν. ὄρεξατο.

4. Explain the composition and derivation of the following words used by Homer in Bkk vi. and vii. :—*ἰφθίονος. ἀμπεδίοιο. ἀναλκείησι. τηλεκλειτοῦ. ἐπόχλῃ. θυοφόρῳ. ἀγελείης. εἰλι-πόδεσσι. ἀκόρητος. ἐππηλάτα.*

5. Give the roots of the following words, together with the cognate forms of any that occur in Latin or English :—*τιμήεν. εἶσαι. πεπάλαχθε. ὄσσε. σάκος. πάτος. ἰδόντε, ἰόντα. ἐφθίμην. στατός. βροτόεντα. ὀρέξατο. δαιμόνι. ἔκανε. ἔπεφνε.*

6. *a.* Write down some of the principal words that take the Digamma in the poems of Homer. How is that character represented in Latin and English? Give instances.

b. Explain the suffixes of the following words :—*ἰγομη-δε. οἰκο-θεν. οἰκο-δε.*

7. *a.* What are the leading peculiarities of the language and style of the Homeric poems?

b. Explain and illustrate the usage in respect of (1) the Augment, (2) the Mood-vowel, and (3) the terminations of verbs.

c. Turn the following into the Attic dialect :—*ἱππόλο. κλῃδι. ἵμεναι. φέν. πόλλα. ἴδηαι.*

8. *a*. Write down the scale of the metre used by Homer.

b. Define *arsis* and *thesis*, and point out in what syllables of the foot they respectively occur.

c. Scan VII. vss. 200—205, explaining any peculiarities of metre.

9. *a*. Define *Tmesis* and give instances of its occurrence.

b. Decline the following nouns, accentuating them:—*λόγος*. *δῆμος*. *ναύτης*. *ἄνθρωπος*.

c. Distinguish between the words:—*ἡ, ἴ, ἤ* and *ἦ*. *οἱ, οἶ, οἰ* and *οἰ*. *το*, and *τοι*.

10. Translate into Greek:—

a. The general of the Persians led his army into the country of the Athenians, and laid waste the greater part of it.

b. The king himself said that it was a praiseworthy thing to speak well of all men.

c. Never flatter those who do injury to their country and their friends.

d. Treat well those who manage well the affairs of the state.

e. The king has come to see the city.

f. The king came to see the city, for he said he wished to see it.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.—FRIDAY, APRIL 15TH, 9 A. M. TO 1 P. M.

LATIN.—VIRGIL.—{ THE ECLOGUES. / ÆNEID, BOOK VI.

FIRST YEAR.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Translate :—

a. Ecl. III :—vss. 6–27.

b. Ecl. IV :—vss. 31–45 and VI :—Vss. 61–73.

c. Æn. VI :—vss. 156–174 and 321–336.

d Æn. VI :—vss. 548–561 and 837–854.

2. Parse (giving the 1st sing. Present, Perfect and Future, Indicative, of each,) the following verbs :—imbuet, patereris, consevimus, imitabĕre, trivisse, vocaris, perlegerent, obstitit, risere, sequēre, petivit, peperere, incubuere, elata, depasta, supposta, defuncte, strictam, desueta.

3. Explain the grammatical construction of the following passages :—

a. Et quæ tanta fuit Romam tibi causa videndi ?

b. Sepes Hybleis apibus florem depasta salicti.

c. Si ad vitulam spectes, nihil est, quod pocula laudes.

d. Hinc lapides Pyrrhæ jactos.

e. Tot maria intravi duce te penitusque repostas
Massylum gentis prætentaque Syrtibus arva.

f. O tandem magnis pelagi defuncte periclis.

g. Primo avolso non deficit alter aureus.

f. Idem ter socios pura circumtulit unda,
Spargens rore levi et ramo felicis olivæ.

4. Give the composition and derivation of the following words :—Intactus, bidentes, adytum, incestat, operta, inclytus, oblivia, instar, arbusta, peculi, invia, forsitan, passim, teguri, arma, secreti.

5. *a*. Explain the following forms of words used by Virgil, and give their more usual equivalents :—queis, cujum, reice, divom, olli, gentis.

b. Give the Greek of which the following are translations :—Sic fatur lacrimans. Semina flammæ. Demens. Æquor marmoreum.

6. *a*. Name the metre of the Æneid, and write down the scale of it.

b. Scan Æneid VI, vss. 124–132. How do you account for the lengthening of the ultimate of Anchisiada.

7. Write short historical notes on the following persons and events :—

a. Super et Garamantes et Indos proferet imperium.

b. Pramus qui legibus urbem fundabit.

c. Vis et Tarquinios reges, fascesque videre receptos ?

a. Aggeribus socer Alpinis descendens, gener adversis instructus Eois.

e. Eruet ille Argos, Agamemnoniasque Mycenas.

f. Duo fulmina belli, Scipiadas, cladem Lybiæ.

8. Name the geographical position of:—The Syrtes. Gaosia tellus. Simois. Xanthus. Alba Longa. Gabii. Mycenæ. Corinthus.

9. Decline the following nouns, showing distinctly the stem and the case-endings in each:—lampas. poema. bos. caro. lapis. iter. salus. falx. nix. funus.

10. *a*. With what class of verbs is the construction of (1) the Accusative with the Infinitive used, and (2) of *ut* with the Subjunctive?

b. State the various ways of expressing a purpose in Latin.

c. Give the construction with:—refert, licet, piget, and expedit, severally.

11. Translate into Latin:—

a. The soldiers were not allowed to remain in the city.

b. The Gauls gave Cæsar much information about their own affairs.

c. The consuls published an edict that no citizen should leave the city of Rome.

d. He was falsely charged with impiety, and condemned to death, but was afterwards acquitted by the Emperor.

e. I fear he will come, though I warned him not to come.

f. He declared that he had not done this.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.—THURSDAY, APRIL 14TH, 3 TO 5 P. M.

HISTORY.—HISTORY OF ROME.

FIRST YEAR.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Give the date of the foundation of Rome, and also of the establishment of the Republic. Write down the names of the seven kings, with a short account of the constitution of Rome under their rule.

2. Mention, with dates, the most important of the wars by which Rome made herself mistress of Italy.

3. Give an account of the successive struggles and laws by which the *Plebs* acquired their political rights.

4. Explain the composition and powers of the Comitia Curiata, Centuriata, and Tributa.

5. Explain the expression *Patres Conscripti*. Of whom was the Senate composed? What were its functions and powers? Distinguish between *populus* and *plebs*.

6. Who was the first Dictator at Rome; and on what occasion was he appointed? When was the Consulship first thrown open to the *Plebeians?* What were the powers of the Tribuni Plebis?

7. Give the dates of the following events;—The expulsion of the Tarquins; taking of Rome by the Gauls; defeat of Pyrrhus; the second Punic War; the destruction of Carthage; the conspiracy of Catiline.

8. *a*. Name the divisions and subdivisions of land made by the Roman jurists. *b*. Write an account of the Agrarian Laws. What was the primary object of these laws, and to what kind of land did their provisions apply? *c*. In connection with this subject, define the terms *possessio*, *possessores*, *possidere*.

9. Give an account of the sources from which the revenue of Rome was derived, and the mode of collecting it, during the period of the Republic.

10. Write a short account, with dates, of the principal events and leaders of the three Punic Wars.

11. Mention the reforms which the Gracchi sought to introduce in the Roman constitution, and point out in what respect these reforms were needed.

12. Give the date and circumstances attending the insurrection of Spartacus.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

THURSDAY, APRIL 14TH :—9 A. M. TO 1 P. M.

GREEK :—EURIPIDES—HECUBA.

Examiners, ... { REV. GEORGE CORNISH, M.A. / REV. EDWIN HATCH, B.A.

1. Translate, ed. Oxon. :—

*a** :—Vss. 118–142.

b :—Vss. 218–237.

*c** :—Vss. 629–657.

d :—Vss. 989–1010.

2. Explain the grammatical construction of the following sentences :

a :—οὐ τοὺς κρατοῦντας χρὴ κρατεῖν ἃ μὴ χρεὼν,
οὐδ' εὐτυχοῦντας εὖ δοκεῖν πράξειν ἀεί.

b :—οἶσθ' οὖν ὃ χρᾷσον.

c :—οὐ γὰρ ἄκρας καρδίας ἔψαυσέ μου.

d :— συμβούλου δέ μοι
θανεῖν, πρὶν αἰσχρῶν μὴ κατ' ἀξίαν τυχεῖν.

e :—θεῶν ἀναγκαῖον τόδε.

f :—τί δ' ὦ τάλαινα σῆς κακογλώσσου βοῆς ;

g :—ἀπὸ δὲ στεφάναν κέκαρσαι πύργων.

h :— κατὰ δ' αἰθάλου
κηλῖδ' οἰκτροτάταν κέχρωσαι.

3. Parse the following forms of Verbs, and give the Present, Perfect, Future and Aorists, Active and Passive :—ᾠκισται. ἐξητησάμην. ἐδάην. ἄγησαι. κρανθεῖσαν. ἥσω. ἥψω. παρηγόρησον. λέλακας. ἀμέρσας. ἥσμεν. ἐξέπταξας. κατέκτας. ἐλιάσθην. ὠλλύμαν.

4*. Explain the following expressions which occur in the Hecuba :—

Ἰαύλοις κυμάτων. λαίφη πρωτόνοις ἐπερειδομένας. ξίφους βαίνω μεταξὺ καὶ πυρὰς Ἀχιλλέως. τᾶς καλλιδίφρου Ἀθαναίας. τὸ βακχεῖον κάρα. ἐς τέλος μανθάνειν. νόστιμον ναῦς ἐκίνησεν πόδα. ποντίοις πείσμασι. ἐκθαλὰν καρδίας τὸ βάρβαρον. ἐπτύχου στολίσματος.

5*. Trace the following words to their respective roots, and give instances of analogous formations :—

ἧσσων. θνήσκω. βαίνω. ἀνήρ. ἕξομαι. ἴσθι. τάλαινα. εἶμι. γίγνομαι.

6. Make the consonant changes required by the laws of Euphony in the following words :—λείπσω, πέπειθμαι, ἔψευδμαι, ἐδέχμαι, ἐλέγθην. τρίβναι, λέγται, γράφθην, πλέκθην. Why is the penultimate long in τάσι ?

7. *a*. Explain what is meant by the term *Anastrophe*, and give instances of it from the Hecuba.

b. State the difference between *enclitics* and *atonics* :—write down the *atonics*, and state when they are accentuated.

c. Give the difference in meaning between the following words :— πείθω and πειθώ. εἶπε and εἰπέ. ἄλλα and ἀλλα. σῖγα, σίγα and σιγᾷ. ἰδοῦ and ἰδού. φῶς and φώς.

8. *a*. Write down the metrical scheme of the *Iambic Trimeter Acatalectic*, and state the rule for the admission of the Anapæst.

b. Scan vss. 229–237.

9*. Give an account of the Greek genitive, stating (1) its inflectional forms and their origin, and (2) the relations which it expresses.

10*. Give the inflections of the various tenses of the Middle and Passive voices in Greek, and state the elements of which they are respectively composed.

11*. State the laws of *Crasis*, with examples from the Hecuba.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

FRIDAY, APRIL 15th:—9 A.M. TO 1 P.M.

LATIN.—TACITUS, ANNALS, BOOK I.

Examiners ..... { REV. GEORGE CORNISH, M.A.
REV. EDWIN HATCH, B.A.

1. Translate:—

*a**:—Chap. IX.

b:—Chap. XXIX.

*c**:—Chap. LIX.

d:—Chap. LXXVI.

2. *a*. Parse the following verbs: — cessere, cecidissent, pellexit, subderetur, prompsisset, perstrinxere, patiēris, adcreverat, rettulerant, tracturis, mederetur, adulta, stratis, dissidere, descivere, ruperat, nisi, quiverit, inlusisse.

b. Give the various constructions of nouns with the last verb.

c. Explain why the penultimate of the Infinitive of the 1st, 2nd, and 4th Conjugations is long.

3.* Analyse the construction of the following passages, and state the syntactical laws which they respectively illustrate:—

a. Eam conditionem esse imperandi ut non aliter ratio constet quam si uni reddatur.

b. Quominus idem pro Druso postularetur ea causa quod designatus consul Drusus præsensque erat.

c. Credebatur si rerum potitus foret libertatem redditurus.

d. Cæcina dum sustentat aciem suffosso equo delapsus circumveniebatur ni prima legio sese opposuisset.

4. Write explanatory notes on the following words in italics:—

a:—*Posita puerili prætexta.*

b:—*In verba* Tib. Cæsaris *jurarere.*

c:—Ut *porta triumphali* duceretur funus.

d:—Per *flamines* et *sacerdotes* coli vellet.

e:—*Aram adoptionis* prohibuit.

f:—In *vigilias*, *stationibus*, *custodiis portarum* se inserunt.

g:—*Exauctorari* qui sena dena fecissent, ac *retineri sub vexillo.*

h:—*Centurionatum* inde *egit.*

i:—Quarum *decumana* maxime petebatur.

j:—Decreta eo anno *triumphalia insignia.*

5. Write short historical notes on the following persons and events alluded to in this book:—

a:—Bruto et Cassio *caesis.*

b:—Diem illum cruli adhuc servitii et libertatis inprospere repetitæ

c:—Lollianas Varrianasque clades.

d:—Post Antonium, Tarentino Brundisinoque fœdere et nuptiis sororis inlectum.

e:—Agendo Galliarum censui.

f:—Tradit C. Plinius Germanicorum bellorum scriptor.

6.* Give an account, with instances, of the peculiar uses in Tacitus of, (1) the Ablative Absolute, and (2) the Subjunctive Mood.

7. *a*. State (1) the origin, (2) the meanings of the terminations of the Dative and Accusative cases in Latin. *b*. Give examples of a Locative case in Latin.

8.* *a*. Give the chief laws which regulate the expression of speeches in the *oratio obliqua*. *b*. Turn Chap. xvii into the *oratio recta*.

9.* Give an account of:—

(1) The Roman provinces which bordered on the Rhine and the Danube, with their chief military stations.

(2) The Geography of the Upper Tiber, so as to explain chap. lxxix.

10.* Give an account of the constitution of a Roman legion (1) under the Republic, (2) in the time of Tiberius, stating (*a*) its subdivisions, (*b*) the titles and relative ranks of its officers.

11. Write a sketch of the life of Tacitus, and name the Roman Emperors during whose reigns he lived. Mention, with instances, the leading peculiarities and excellences of his style.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

FRIDAY, APRIL 15th:—3 TO 5 P.M.

LATIN PROSE COMPOSITION.

Examiners ..... { REV. GEORGE CORNISH, M.A. / REV. EDWIN HATCH, B.A.

"When Brutus was dead, Publius ruled over the people himself; and he began to build a great and strong house on the hill Velia, which looks down upon the Forum. This made the people say: 'Publius wants to become a king, and is building a house in a strong place, as if for a citadel, where he may live with his guards, and oppress us.' But he called the people together, and when he went down to them, the lictors who walked before him lowered the rods and axes which they bore, to show that he owned the people to be greater than himself. He complained that they had mistrusted him, and he said that he would not build his house on the top of the hill Velia, but at the bottom of it, and his house should be no stronghold. And he called on them to make a law, that whoever should try to make himself king should be accursed, and whosoever would might slay him. Also, that if a magistrate were going to scourge or kill any citizen, he might carry his cause before the people, and they should judge him. When these laws were passed, all men said: 'Publius is a lover of the people, and seeks their good;' and he was called Poplicola, which means, 'the people's friend,' from that day forward.'

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.—FRIDAY, APRIL 15TH:—9 A.M. TO 1 P.M.

LATIN.—TERENCE.—HEAUTONTIMOROUMENOS.

THIRD YEAR.

Examiner..... .....REV. GEORGE CORNISH, M.A.

1. Translate, Heautontimoroumenos:—
   a. Act I., Sc. 1., vss. 1–22.
   b. Act II., Sec. 1 and 2.
   c. Act III., Sc. 3, vss. 28–52.
   d. Act IV., Sc. 7; and Act V., Sc. 5.

2. Translate the following inscription, and write explanatory notes on the words in italics:—

"Acta *ludis Megalensibus*, L. Cornelio Lentulo et L. Valerio Flacco Ædilibus Curulibus. *Egerunt* L. Ambivius Turpio et L. Atilius Prænestinus. *Modos fecit Flaccus Claudii*. *Græca est Menandru*. Acta primum *tibiis imparibus*; deinde *duabus dextris*. Acta III. *Edita* M. Juventio et T. Sempronio Coss."

3. Explain the following expressions used in this play:—
   a. Statariam agere.
   b. Ad regem militatum abiit.
   c. Inscripsi ilico ædes mercede.
   d. Sed quid crepuerunt fores hinc a me?
   e. In aurem utramvis otiose ut dormias.
   f. Sic me Di amabunt, ut me, &c.
   g. Meministine te dicere, si puellam parerem, nolle tolli?

4. Point out the laws of Syntax which are exemplified by the construction of the following extracts:—
   a. Facite æqui sitis.
   b. Haec non voluptati tibi esse certo scio.
   c. In Asiam ad regem militatum abiit.
   d. Tu illum unquam ostendisti quanti penderes,
   Nec tibi ille est credere ausus quæ est æquum patri.
   e. Ut ut erat, mansum tamen oportuit.
   f. Non oportuit relictas.
   g. Ut meæ stultitiæ in justitia tua sit aliquid præsidi.

5. Parse the following verbs, and give the later forms for those in italics:—dilicerim, vidĕre, rescivi, *faxint*, *faxis*, obdit, passus, *munerarier*, dixti, relevi, denegaris, fefellit, deambulatum, loquere, apti.

6. *a*. Give the etymology of the following words:—ilico, propediem, subtemen, analogos, fraudem, fenestram, oppido, sodes, viduæ, ilicet, prædia, denuo, clam, imo, edepol.

b. Point out the stems and the terminations of the following words:—ibi, ubi, alibi, humi, militiæ, ruri. To what case do these words belong?

7. *a*. Name the metre used in the prologue, and scan vss. 1–8.

b. Define *synizesis*, giving instances of its occurrence (1) in the written forms of the Latin language; and (2) in the pronunciation of words in the scansion of the verses of Terence; and (3) in French words derived from the Latin.

8. *a*. Narrate the leading facts that have been handed down to us respecting the birth-place and the social position of Terence.

b. With what famous men was he intimate? What class of Greek literature, and what authors therein, did the Roman Dramatists mainly take as their models?

9. Translate into Latin:—

"There had been peace between the Romans and the Æquians: but the Æquians and Gracchus Cloelius, their chief, broke the peace, and plundered the lands of the people of Lavici, and of the people of Tusculum. They then pitched their camp on the top of Algidus; and the Romans sent deputies to them to complain of the wrong which they had done. It happened that the tent of Gracchus was pitched under the shade of a great evergreen oak, and he was sitting in his tent when the deputies came to him. His answer was full of mockery: "I, for my part," said he, "am busy with other matters; I cannot hear you; you had better tell your message to the oak yonder." Immediately one of the deputies answered, "Yea, let this sacred oak hear, and let all the gods hear likewise, how treacherously you have broken the peace! They shall hear it now, and shall soon avenge it; for you have scorned alike the laws of the gods and of men." Then they went back to Rome, and the senate resolved upon war; and L. Minucius, the consul, led his legions towards Algidus, to fight with the proud enemy."

McGILL COLLEGE, MONTREAL.

Sessional Examinations, 1864.—Thursday, April 14th :---9 a.m. to 1 p.m.

GREEK :—SOPHOCLES.—PHILOCTETES.

THIRD YEAR.

Examiner,.....Rev. George Cornish, M.A.

1. Translate, Philoctetes :—

a. vss. 86-95 and 317-335.

b. vss. 676-712.

c. vss. 806-820 and 974-990.

d. vss. 1314-1335.

2. Explain the grammatical construction of the following extracts :—

a. *οὔτε λοιβῆς ἦμιν οὔτε θυμάτων πώποτ' ἐκηλοις προσθιγεῖν.*

b. *ἐπὶ φορβῆς νύστον ἐξελήλαθεν.*

c. *οὐκ ἠξίωσαν τῶν ὅπλων ἑκόντι δοῦναι κυρίως αἰτουμένῳ.*

d. *ἐὰν μοι τὸν χρόνον δοκῇτε τι κατασχολάζειν.*

e. *ἀλλ' ἀνταμῦναι φασίν· οὐ γὰρ εἰκὸς οὐτέμε ὑμῶν ἁμαρτεῖν τοῦδε οὐθ' ὑμᾶς ἐμοῦ.*

f. *τὸν ἀνὴρ' ἔοικεν ἕπτος οὐ μακροῦ χρόνου ἕξειν.*

3. Analyse, and give the Present, Future, and Aorists of the following verbs, taken from this play :---*γραφεύς. προσθιγεῖν. μάθῃ. ἠγήσαιτο. ἐκπλαγῆτε. βιβῶσιν. στείλαι. πίσῃ. ἀφαιρήσοιτο. δύσζων. ἑσσῶσι. φήνασθαι. ὄλοο.*

4. *a*. Explain the following expressions :---*βροτοῖς ἄστιπτος. ἡλίου ἀκτῇ ἐνθακήσας. στείβου τύπος. οἰκότριος τροφή. αὐτόξυλον ἕκπωμα. μόνῃ τῇδ' ἄλωσιν. Ὀδυσσέως βία. ἁμᾶσιν ἀντίσχους τάνδ' αἰγλαν. συμβολον σκαιᾶς ἀκμῆς.*

b. What personages are alluded to in the following ?---*Ποίαντος υἱόν. Ἀσκληπιοῦ πατρός. ἀμφίσσους Χρίσης. Ἄναξ ὁ μείζων. ὁ Τυδέως γόνος. ὁ χαλκόπους ἀνήρ.*

5. Give the exact meaning and force of the prepositions in the following expressions :---vs. 25 :---*ἐξ ἀφόρου*. 60 :---*ἐν λιταῖς*. 91 :---*ἐξ ἑνὸς τρόπου*. 92 :---*τρόπῳ βίᾳν*. 215 :---*ἐπ' ἀνάγκας*. 525 :---*πρὸς τὸ καίριον*. 730 :---*ἐξ οὐδενὸς λόγου*. 904 :---*ἐξ ὧν τοι φυτεύσαντοι*. 963 :---*ἐν σοί* 882 :---*παρ' ἐλπίδα*.

6. Resolve into their component parts the following examples of Crasis :---*κἀγώ. τἀμόν. κἄτα. πρόσεστιν. χὠ. κἀξ. ἐμοίσι. ταὐτόν.*

7. Give the etymology of the following words :---*τερμήτον. ἀστιπτος. λοιβῆς. νύστιν. ἄτεσσαν. ἐπεμβάσατος. νυκλήμοι. ὠγύγιον. τῆ λιπαρᾷ. πολύτιμῳ. ἑκόντι. ἄτουν. ἀποτμήκτος. ἐπέρακής. προβλῆτι.* Point out distinctly the stem of each word.

8. *a*. Write down the name and the scale of the metre used in extract *d*, mentioning what feet are isochronous.

b. Scan vss. 1314-1320.

9. *a*. State the rules for the accentuation of *enclitics*.

b. Accentuate the Present and Imperfect, Indicative, Active, in all numbers, of the verbs :---τυπτω. αλίω.

10. Given the following *stems*, form the 1st sing. Imperfect, Perfect, Aorist and Future, Active and Middle :---δεχ-. λεγ-. γραφ-.

11. *a*. Give the various meanings of the *Middle Voice*.

b. How are verbals in -τεος formed? Show the grammatical constructions they take. To what do they correspond in Latin?

c. For what may the Infinitive Mood with the Article be used?

12. Write, with dates, a sketch of the life of Sophocles, and mention the most famous of his contemporaries in literature, art, and politics.

McGILL UNIVERSITY, MONTREAL.

B. A. ORDINARY EXAMINATIONS, 1864.

THURSDAY, 14TH APRIL.—9 A.M. TO 1 P.M.

LATIN.—{TACITUS.—ANNALS, BOOK I.
PERSIUS.—SATIRES, II., V. AND VI.

Examiner, ...REV. GEORGE CORNISH, M.A.

1. Translate Tacitus, Annals, Bk. I. :—

a. Chap. IX.

b. Chap. XXVII.

c. Chap. LV.

d. Chap. LXXIX.

2. Write short explanatory notes on the historical allusions of the following extracts :—

a. Libertatem et consulatum L. Brutus instituit.

b. Dictaturæ ad tempus sumebantur.

c. Neque decemviralis potestas ultra biennium.

d. Tribunorum militum consulare jus.

e. Lepidi atque Antonii arma in Augustum cessere.

f. Pompeius apud Siciliam oppressus.

3. Write explanatory notes on the customs and practices mentioned in the following extracts :—

a. Ubi militem *donis*, populum *annona*, pellexit.

b. Aut *proscriptione* cecidissent.

c. *Posita puerili prætexta*.

d. *In verba* Tib. Cæsaris *juravere*.

e. *Testamentum* inlatum per *Virgines Vestæ*.

f. Quot *tributa* aut *vectigalia* et *necessitates*.

g. *Arma adoptionis* prohibuit.

h. Decreta *triumphalia insignia*.

4. Mention the geographical positions of the following places :—Insula Planasia. Tarentum. Nauportus. Ubiorum oppidum. Rhegium. Cercina. Mari Oceano aut amnibus longinquis sæptum imperium :—mention these boundaries.

5 Write a short critique on the style of Tacitus, pointing out peculiarities in the grammatical and rhetorical structure of his sentences.

6 Translate Persius, Satires :—

a. II. :—vss. 52–75.

b. V. :—vss. 19–29 and 132–145.

c. VI. :—vss. 41–60.

7 Give the exact meaning and derivation of the following words

used by Persius:—(satira) sermo, matertera, junicum, insulso, putris momento, sessilis, bruma, sinciput, lotus, centusse, artocreas, tressis.

8. Explain the grammatical construction of the following extracts:—

a. Nerio jam tertia ducitur uxor.

b. Quid juvat hoc, templis nostros immittere mores,
Et bona Dis ex hac scelerata ducere pulpa?

c. Haec cedo ut admoveam templis et farre litabo.

d. Fabula seu moesto ponatur hianda tragœdo,
Vulnera seu Parthi ducentis ab inguine ferrum.

e. Mercibus hic Italis mutat sub sole recenti,
Rugosum piper et pallentis grana cumini.

9. *a.* Give the various interpretations that have been given of:—II.:—v. 10. V.:—v. 4. VI.:—vss. 38–40:

b. What is the force of the Perfect 'libavit' in II.:—5? In II.:—14, what is the other reading for ducitur?

c. To what is the allusion in VI.:—v. 80?

10. *a.* State the general rules for the sequence of Tenses in Latin.

b. Mention the impersonal verbs that take the construction of *ut* with the subjunctive.

c. Define *oratio obliqua* and *oratio recta*:—In the former, in what mood do the principal verbs stand?

11. *a.* Write a sketch of the life of Persius.

b. What poet did he take as his model?

McGILL UNIVERSITY, MONTREAL.

B. A. ORDINARY EXAMINATIONS, 1864.

THURSDAY, APRIL 14TH, 3 TO 5 P. M.

LATIN PROSE COMPOSITION.

Examiner,..... REV. GEORGE CORNISH, M.A.

Translate into Latin :—

"The death of Cæsar was ever before his eyes. He had lavished wealth and honours on his adherents; but the most favoured friends of his uncle were in the number of the conspirators. The fidelity of the legions might defend his authority against open rebellion; but their vigilance could not secure his person from the dagger of a determined republican; and the Romans, who revered the memory of Brutus, would applaud the imitation of his virtue. Cæsar had provoked his fate, as much by the ostentation of his power, as by his power itself The consul or the tribune might have reigned in peace. The title of king had armed the Romans against his life. Augustus was sensible that mankind is governed by names; nor was he deceived in his expectation, that the senate and the people would submit to slavery, provided they were respectfully assured that they still enjoyed their ancient freedom. A feeble senate and enervated people cheerfully acquiesced in the pleasing illusion, as long as it was supported by the virtue, or even by the prudence, of the successors of Augustus. It was a motive of self-preservation, not a principle of liberty, that animated the conspirators against Caligula, Nero, and Domitian. They attacked the person of the tyrant, without aiming their blow at the authority of the Emperor."

McGILL UNIVERSITY, MONTREAL.

B A. ORDINARY EXAMININATIONS, 1864.

FRIDAY, APRIL 15TH :—9 A.M. TO 1 P.M.

GREEK.— { THUCYDIDES.—BOOK II.
SOPHOCLES.—ANTIGONE.

Examiner,..... REV. GEORGE CORNISH, M.A.

1. Translate, Thucydides, Bk. II. :—

a. Chap. III.

b. Chap. XXXI.

c. Chap. LIII.

d. Chap. LXXIV.

2. Explain the syntactical structure of the following extracts :—

a. τῳ γὰρ πλήθει τῶν Π. οὐ βουλομένῳ ἦν τῶν Ἀθηναίων ἀφίστασθαι.

b. ἐμπείρους δὲ ἔχοντες τοὺς διώκοντας τοῦ μὴ ἐκφεύγειν, ὥστε διεφθείροντο πολλοί.

c. τὶς τὰς πύλας ἔκλῃσε ὥστε μηδὲ ταύτῃ ἔτι ἔξοδον εἶναι.

d. εἶτι ἄρα μὴ προχωροίη τοῖς ἐσεληλυθόσι.

e. ἡ ψυχὴ αὐτῳ ἐγένετο δόξαντι χρήμασι πεισθῆναι τὴν ἀναχώρησιν.

f. ὁπότε καὶ πεῖρᾳ σφαλείησαν, οὔκουν καὶ τὴν πόλιν τῆς ἀρετῆς ἀξιοῦντες στερίσκειν.

3. Write explanatory notes on the following :—

a. κατὰ θέρος καὶ χειμῶνα.

b. θέμενοι τὰ ὅπλα.

c. στυρακίῳ ἀκοντίου ἀντὶ βαλάνου ἐς τὸν μοχλόν.

d. χρυσίου ἀπέφθου.

e. τὰ ἀρχαιότερα Διονύσια.

f. ἐκκλησίαν οὐκ ἐποίει.

g. νουμηνίᾳ κατὰ σελήνην.

h. πρόξενον ἐποιήσαντο.

4. Draw a map of Attica according to its natural divisions, and mark the positions of the following places :—Athens. Acharnæ. Eleusis. Oropus. Œnoe. Pallene. Prasiæ.

5. Translate, Sophocles, Antigone :—

a. Vss. 223-236, and 388-400.

b. Vss. 582-613.

c. Vss. 998-1011, and 1048-1063.

6. Explain the grammatical construction of the following sentences :

a. ἀλλ' οὐδὲν αὐτῇ τῶν ἐμῶν μ' εἴργειν μέτα.

b. ἴθα, πρὶν ποθ' ἁμετέρων αἱμάτων γένυσι πλησθῆναι.

c. καὶ γὰρ κείνην ἴσον ἐπαιτιῶμαι τοῦδε βουλεῦσαι τάφου.

d. πάντες, ὥστε τοξόται σκοποῦ, τοξεύετ' ἀνδρὸς, τοῦδε.

e. τἄλλ' ἐγὼ καπνοῦ σκιᾶς οὐκ ἂν πριαίμην ἀνδρὶ πρὸς τὴν ἡδονήν.

7. Write explanatory notes on :---

a. ἦμεν δ' ἕτοιμοι καὶ μύδρους αἴρειν χεροῖν.

b. ἀλλ' ἔστ' ἐμὸν θοὔρμαιον τόδε.

c. ἐμπύρων ἐγευόμην βωμοῖσι παμφλέκτοισιν.

d. μηροὶ καλυπτῆς ἐξέκειντο πιμελῆς.

e. χοαῖσι τρισπόνδοισι.

8. Give the composition and meaning of the following words :---δημόλευστον. ἄρδην. ὑπήνεμοι. αὐτόπρεμνα. λοισθία. σκαιότητα. ἄπαρνος. ἐγερτί. ἀκτέριστον.

9. Parse and analyse the following verbs :---ἐφαγνίσαι. ἠφάνιστο. ᾔδης. ἠνσχόμην. ἐπείληπται. ἀνέπταν. ἔσει. πείσομαι. ἐγκλήσας. ἐκδιδάσκει. καθίστατο. τέτατο.

10. *a.* Give the laws of *Crasis*, and point out examples of it in the Antigone, resolving them.

b. What change takes place in the accentuation of dissyllabic prepositions when placed after the nouns they govern? Give instances.

c. Write down the Doric forms that occur in vss. 100-110, and turn them into Attic.

11. *a.* Write down the scale of the *Iambic Senarius*, mentioning the isochronous feet.

b. Scan vss. 10-16.

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATION, 1864.

FRIDAY, APRIL 15th:—3 TO 6 P. M.

GENERAL PAPER.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Give a short account, with the generally received dates of:—*a*. The Argonautic Expedition; *b*. The Trojan War; *c*. The Return of the Heracleidæ; *d*. The Legislation of Lycurgus.

2. Write down the names of the principal Greek cities in Asia Minor, and mention the tribes by whom they were severally founded.

3. *a*. Describe the mode of making laws under the Athenian constitution, and point out the distinction between προβούλευμα, ψήφισμα, and νόμος. *b*. What were the φυλαί and δῆμοι of Attica? *c*. For what purposes was the Theoric Fund instituted?

4. State the distinctive features of the social life, government, and foreign policy of Athens and Sparta.

5. Give the dates of the commencement and termination of the Peloponnesian War, mentioning the principal battles and events of the war.

6. Give a summary of the description of Thucydides of the plague. By what Latin poet has this description been imitated?

7. Give an account of the leading Greek philosophers and sophists who flourished before the time of Socrates. Mention the most eminent followers and disciples of Socrates.

8. *a*. Give an account of the origin of the Greek alphabet. *b*. Give the characters and sounds of the obselete Digamma, Koppa, and Sampi. *c*. Write down the Latin transcriptions of the Greek dipthongs. *d*. Name the consonants in which Greek words properly end. What words form exceptions to this rule?

9. Explain the difference between *Accent* and *Quantity*. State the principal rules for the use of Accents in the Greek language. By whom were they invented? Point out the differences in the meaning, according to their accentuation, of the following words:—νομος. λευκη. καλως. πειθω. νοσων. σιγα. ειμι. ην.

10. Give an account of Greek colonization in Italy.

11. *a*. Explain the three kinds of Comitia in early Roman history, with an account of their respective functions. *b*. When, and under what circumstances, were the Tribuni Plebis first created? *c*. Explain their *auxilium* and *intercessio*.

12. Explain the expression *Patres Conscripti*. Of whom was the Senate composed? What were its functions and powers? Distinguish between *populus* and *plebs*.

13. Give the geographical situations of Capua, Saguntum, Carthage, Utica, Massilia, Tarentum, Corinth, and Rhodes.

14. *a.* How is the lack of the *Perf. Part. Act.*, in Latin, commonly supplied? *b.* Give the distinction between 'me ipse consolor,' and 'me ipsum consolor.' How do you express in Latin '*the former*,' *the latter?*' *c.* State the construction with the verbs 'refert, tædet, tempero, suadeo, adsum, illudo, caveo, consulo, postulo, spolio, æstimo, fungor.'

15. *a.* Name the divisions of the Roman month, and the days on which they respectively commenced. *b.* Translate, according to our mode of reckoning, a. d. VI. Kal : Apr :. Id : Quinct :. Prid : Non : Mart.

McGILL UNIVERSITY, MONTREAL.

B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1864

TUESDAY, APRIL 19TH.—9 TO 12 A. M.

GREEK VERSE.—
- ÆSCHYLUS.—SEVEN AGAINST THEBES, AND PROMETHEUS VINCTUS.
- ARISTOPHANES.—THE FROGS AND THE KNIGHTS.
- PINDAR.—OLYMPIC ODES.
- HOMER.—ODYSSEY, I., II. & III.
- HESIOD.—WORKS AND DAYS.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Translate, Æschylus;—*a*. Seven against Thebes:—(α) vss. 417-430; (β) vss. 1029-1045.

   b. Prometheus Vinctus:—(α) vss. 484-514; (β) vss. 1061-1074.

2. Translate, Aristophanes:—

   a. The Frogs:—(α) vss. 549-574 (β) 1305-1320.

   b. The Knights:—vss. 760-793.

3. Translate, Pindar:—Olympic Odes:—
   (α) II., vss. 22-95; (β) XII.

4. Translate, Homer:—Odyssey:—(α) I., vss. 345-364; (β) II., vss. 270-395; (γ) III., vss. 430-446.

5. Translate, Hesiod:—Works and Days:—(α) vss. 109-125; (β) vss. 491-514.

6. Write down the scale of the metre of extract (β) from the Prometheus Vinctus.

McGILL UNIVERSITY, MONTREAL.

B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1864.

TUESDAY, APRIL 19TH,—3 TO 6 P. M.

LATIN PROSE COMPOSITION.

Examiner,.....REV. GEORGE CORNISH, M.A.

A. "And if the benefactors of mankind, when they rest from their pious labours, shall be permitted to enjoy hereafter, as an appropriate reward of their virtue, the privilege of looking down upon the blessings with which their toils and sufferings have clothed the scene of their former existence; do not vainly imagine that, in a state of exalted purity and wisdom, the founders of mighty dynasties, the conquerors of new empires, or the more vulgar crowd of evil-doers, who have sacrificed to their own aggrandisement the good of their fellow-creatures, will be gratified by contemplating the monuments of their inglorious fame: theirs will be the delight—theirs the triumph—who can trace the remote effects of their enlightened benevolence in the improved condition of their species, and exult in the reflection, that the prodigious change they now survey with eyes that age and sorrow can make dim no more—of knowledge become power, virtue sharing in the dominion, —superstition trampled under foot—tyranny driven from the world—are the fruits—precious though costly, and though late reaped, yet long enduring—of all the hardships, and all the hazards they encountered here below"!

B. "Hannibal was seventy-six years of age when he was appointed commander-in-chief of the Cathaginian armies in Spain, upon the sudden death of Hasdrubal. Two years, we have seen, had been employed in expeditions against the native Spaniards; the third year was devoted to the siege of Saguntum. Hannibal's pretext for attacking it was, that the Saguntines had oppressed one of the Spanish tribes in alliance with Carthage; but no caution in the Saguntine government could have avoided a quarrel, which their enemy was determined to provoke. Saguntum, although not a city of native Spaniards, resisted as obstinately as if the very air of Spain had breathed into foreign settlers on its soil the spirit so often, in many different ages, displayed by the Spanish people. Saguntum was defended like Numantia and Gerona; the siege lasted eight months; and when all hope was gone, several of the chiefs kindled a fire in the market-place, and after having thrown in their most precious effects, leapt into it themselves, and perished. Still the spoil found in the place was very considerable: there was a large treasure of money, which Hannibal kept for his war expenses; there were numerous captives, whom he distributed amongst his soldiers as their share of the plunder; and there was much costly furniture from the public and private buildings, which he sent home to decorate the temples and palaces of Carthage."

McGILL UNIVERSITY, MONTREAL.

B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1864.

FRIDAY, APRIL 22ND :---9 TO 12 A.M.

LATIN VERSE.— { PLAUTUS.—TRINUMMUS AND MENÆCHMI. TERENCE.—ADELPHI. LUCRETIUS.—BOOK I. VIRGIL.—GEORGICS, BOOKS I. AND II.

Examiner,..... Rev. GEORGE CORNISH, M.A.

1. Translate, Plautus :---*a*. Trinummus :---(α) II. sc. iv. vss. 1-33; (β) IV. sc. i.
   b. Menaechmi :---(α) II. sc. i. (β) IV. sc. iii.
2. Translate Terence :---Adelphi :---(α) II. sc. iv. ; (β) V. scc. i. & ii.
3. Translate, Lucretius :---Book I.:---(α) vss. 272-298.; (β) vss. 951-967.
4. Translate, Virgil :---Georgics :---(α) I., vss. 204-230. ; (β)II., vss. 397-425.
5. Give an historical account of the (1) *Dramatic*, (2) *Epic*, and (3) *Satirical* poetry of the Romans, mentioning the peculiar characteristics of the leading writers in each department, and enumerating their works. Which department do you regard as being most congenial to the Roman intellect and imagination ?

McGILL UNIVERSITY, MONTREAL.

B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1864.

FRIDAY, APRIL 22ND.—3 TO 6 P. M.

GREEK PROSE COMPOSITION.

Examiner,.....REV. GEORGE CORNISH, M.A.

Translate into Greek :—

"The child Demophon, nursed by Demeter, throve and grew up like a god, to the delight and astonishment of his parents: she gave him no food, but anointed him daily with ambrosia, and plunged him at night in the fire like a torch, where he remained unburnt. She would have rendered him immortal, had she not been prevented by the indiscreet curiosity and alarm of Mataneira, who secretly looked in at night, and shrieked with horror at the sight of her child in the fire. The indignant goddess, setting the infant on the ground, now revealed her true character to Mataneira: her wan and aged look disappeared, and she stood confest in the genuine majesty of her divine shape, diffusing a dazzling brightness which illuminated the whole house. 'Foolish Mother,' she said, 'thy want of faith has robbed thy son of immortal life. I am the exalted Demeter, the charm and comfort both of gods and men: I was preparing for thy son exemption from death and old age; now it cannot be, but he must taste of both. Yet shall he be for ever honoured, since he has sat upon my knee and slept in my arms.'"

McGILL UNIVERSITY, MONTREAL.

B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1864.

MONDAY, APRIL 25TH.—9 TO 12 A. M.

GREEK PROSE.—{THUCYDIDES.—BOOK VII. / ARISTOTLE.—RHETORIC, BOOK I.

Examiner, ...Rev. GEORGE CORNISH, M. A.

1. Translate, Thucydides, Book VII. :—
   a. Chap. XXXI.
   b. Chap. LIII.
   c. Chap LXXXIV.

2. Write an historical sketch of the Sicilian Expedition, and point out in what ways it had an important bearing on the final issue of the war.

3. Draw a sketch of the Athenian operations before Syracuse.

4. Translate, Aristotle, Rhetoric, I. :—
   a. Chap. IV. down to *καὶ περὶ νομοθεσίας.*
   b. Chap. VIII.
   c. Chap. XIV.

5. Give an account of the life and writings of Aristotle. To what period in the history of the Greek language does he belong?

McGILL UNIVERSITY, MONTREAL.

A EXAMINATION FOR HONOURS IN CLASSICS, 1864.

MONDAY, APRIL 25TH.—3 TO 6 P. M.

GENERAL PAPER

Examiner,..... ..... REV. GEORGE CORNISH, M.A.

1. Enumerate the various dialects of the Greek language, and give the Doric and Attic Futures of :—*σημαίνω. καλέω. σκεδάζω. μένω.*

2. Name the dialect, and give the Attic forms for the following words :—*γαρύει. ἀυδάτομεν. σκῆπτον. ἔπεν. λέγοντι. ἔσαναν.*

3. Explain the nature of the appropriation and distribution of the different dialects to the different species of literary composition.

4. To what influences and causes may the decline of the Epic and the rise of Lyric poetry in Greece be attributed ? Does the literary history of the modern nations furnish any instance, or instances, analogous to that of Greece ?

5. State the leading features observable in the creation and development of his personages by Homer. Also explain and develop the remark of Aristotle that the personages of Homer speak *πολιτικῶς* ; those of the Tragedians, *ῥητορικῶς*.

6. Give an account of the *Old* and *Middle* Comedy of Greece.

7. Give an account of the Dramatic and Prose writers that flourished in Greece between the Persian and the close of the Peloponnesian Wars.

8. Discuss the subject of the indebtedness of the Romans to the Greeks, in the rise and progress of their literature. In what department of literature did the Romans display the greatest originality in the conception and treatment of their subjects ?

9. Give an account of the object and origin and constitution of the Amphictyonic Council. Was its existence a benefit, or not, to the aggregate of the Grecian states ? Give the reasons for your opinion.

10. Give an account of the institution of *Ostracism* at Athens, and the political objects for which it was maintained.

11. Mention the chief sources whence the revenues of Rome were derived.

12. Explain the changes made in the Roman Constitution by Servius Tullius, and the difficulties encountered in carrying them into effect.

13. Give a sketch of the causes, real and alleged, that led to the three Punic Wars —also state the intervals between these wars, and how the Romans were chiefly employed during these intervals.

12. State the distinction between the Subjunctive and Optative Moods in Greek.

13. Write a note on the distinction in the use of οὐ and μή; and give examples of their use in different forms of sentences.

14. What are the rules for the government of cases, in Greek, by verbs denoting mental affections and the exercise of the senses? Point out the principles on which these rules are to be explained.

15. Write down the case-endings in Latin. Explain such forms as *domi*, *ibi*, *ubi*.

16. Explain and illustrate the relation of the Gerund to the Participle in *-dus*. When may the latter be, and not be, used for the former?

McGILL UNIVERSITY, MONTREAL.

B.A. EXAMINATION FOR HONOURS IN CLASSICS, 1864.

THURSDAY, APRIL 28TH,—9 TO 12 A. M.

LATIN PROSE. { CICERO.—PRO LEGE MANILIA AND PRO ARCHIA. / TACITUS.—THE HISTORIES, BOOK I.

Examiner, ... REV. GEORGE CORNISH, M. A.

1. Translate, Tacitus, Histories, Book I :—
   a. Chapp. VIII and IX.
   b. Chap. XXXVII.
   c. Chap. LXX.
2. Turn extract *b* into the *oratio obliqua*.
3. State briefly the purpose of Tacitus in writing the Histories, and give an outline of the narrative of Bk. i, with explanatory notes where you deem them necessary.
4. Translate, Cicero, Pro Lege Manilia :—
   a. Chap. VIII.
   b. Chap. XV.
5. By what other title is this oration of Cicero designated? Narrate the circumstances and occasion of its delivery.
6. Translate Cicero, Pro Archia :—
   a. Chap. IV.
   b. Chap. VII.
7. Give an account of Archias, and state the nature and ground of the prosecution against him in which Cicero defended him.

B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1864.

THURSDAY, APRIL, 28TH.—3 TO 6 A.M.

ESSAY IN ENGLISH.

Examiner,..... Rev. GEORGE CORNISH, M.A.

Write an Essay in English on the following subject and, in the treatment thereof, introduce facts and names from the histories of Greece Rome, and also of such modern nations, as you may deem suitable for affording illustrations to the subject:---

"What political and social institutions and usages tend most favourably to the development and maintenance of Eloquence, and what circumstances lead to its decay."

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

MONDAY, APRIL 11TH—9 A.M. TO 1 P.M.

EUCLID—ARITHMETIC.

First Year.—Ordinary Examination.

Examiner, ... ALEXANDER JOHNSON, LL.D.

1. The opposite sides and angles of a parallelogram are equal, and the parallelogram is bisected by its diagonal.

a. The diagonals of a parallelogram bisect each other.

2. If a right line be divided into any two parts, the square of the whole line is equal to the sum of the rectangles under the whole line and each of the parts.

3. Construct a square equal to a given rectilinear figure.

4. One circle cannot cut another in more than two points.

5. In a given circle inscribe a triangle equiangular to a given triangle.

6. If a right line bisect any angle of a triangle, it divides the base into segments proportional to the conterminous sides.

a. This is true also of the bisector of the external angle.

7. Find a third proportional to two given right lines.

8. On a given right line construct a rectilinear figure similar to a given one and similarly placed.

9. If two triangles have two sides proportional, and be so placed at an angle, that the homologous sides are parallel, the remaining sides of the triangles form one right line.

10. Divide the sum of 10 and $\frac{1}{10}$ by the difference, and also the difference by the sum; and find the difference of the two quotients.

11. Find the value of .439 £ + 1.256s. + 3.718d.

12. Reduce .0′1′ to a vulgar fraction.

13. If 21 men mow 72 acres of grass in 5 days, how many must be employed to mow 460 acres, 3 roods, 8 perches in 6 days?

14. What sum must be put out on interest at 4½ per cent. to amount to £4027 19s. 4d. in 5½ years.

15. Reduce £557 19s. 5½d. sterling to dollars and cents, (the value of £1 sterling being $4·867) and then convert the dollars and cents into Canadian currency.

16. Extract the square root of 423456.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

TUESDAY, APRIL 11TH, 9 A.M. TO 1 P.M.

TRIGONOMETRY—ALGEBRA.

FIRST YEAR.—*Ordinary Examination.*

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. Find the number of degrees, minutes and seconds in the angle whose circular measure is 1.035.

2. Construct geometrically the angle whose tangent is $\frac{2}{3}$.

3. Calculate the value of sin 18°, proving fully any geometrical theorems involved.

4. If versin $A = \frac{1}{9}$, calculate tan A.

5. State the principle on which the signs of the trigonometrical functions of an angle are determined, and trace the changes of sign which the cosine undergoes from 0° to 360°.

6. Prove $\sin (A - B) = \sin A \cos B - \cos A \sin B$.

7. Prove $\dfrac{\sin A + \sin B}{\sin A - \sin B} = \dfrac{\tan \frac{1}{2}(A+B)}{\tan \frac{1}{2}(A-B)}$

8. State and prove the rules for the solution of right angled triangles.

9. If $a = 0$. $b = 2$, $c = 4$, $d = 6$, find the value of

$$2\sqrt{a-b} + 3\sqrt{3d+2c-1} + 4\sqrt{a+b+2c+d}.$$

10. Divide a by $1 + x$ to 4 terms in the quotient.

11. Resolve into elementary factors $81x^4 - 1$ and $x^2 + 7x - 8$.

12. Solve the equation $(m+n)(m-x) = m(n-x)$.

13. Multiply the sum and product of $\dfrac{x+y}{x-y}$ and $\dfrac{x-y}{x+y}$ by their quotient (taking the first as dividend.)

14. Solve the equations.

$$\frac{x}{a+x} = \frac{a+x}{x} - \frac{2a-b}{2x};$$

$$a + x + \sqrt{a^2 + bx + x^2} = b;$$

$$\frac{1}{x-1} - \frac{1}{x+3} = \frac{1}{35};$$

15. Simplify $\left\{ x^{-\frac{3}{2}} y \, (xy^2)^{-\frac{1}{2}} \, (x^{-1}y)^{-\frac{2}{3}} \right\}^3$

16. The sum of the two digits of a certain number is six times their difference, and the number itself exceeds six times their sum by 3: find it.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

MONDAY, APRIL 11TH.—9 A.M. TO 1 P.M.

EUCLID—ARITHMETIC.

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. The sum of any two sides of a triangle is greater than the third.

a. The difference of any two is less than the third.

2. If the square of one side of a triangle be equal to the sum of the squares of the other two sides, these sides include a right angle.

3. If a right line be bisected and also divided unequally, the rectangle under the unequal parts, together with the square of the intermediate part, is equal to the square of half the line.

a. The rectangle under the sum and difference of two lines is equal to the difference of their squares.

4. Divide a given right line so that the rectangle under the whole line and one part shall be equal to the square of the other.

5. The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.

6. On a given right line describe a segment of a circle which shall contain an angle equal to a given one.

7. Construct an isosceles triangle, in which each of the angles at the base shall be double the vertical angle.

8. Triangles and parallelograms having the same altitude are to one another as their bases.

9. Equal triangles, which have an angle of the one equal to an angle of the other, have the sides about the equal angles reciprocally proportional.

10. Similar triangles are to one another in the duplicate ratio of their homologous sides.

11. Add together the sum, difference, product, and quotient (the greater being divided by the less) of $2\frac{1}{2}$ and $2\frac{2}{3}$.

12. Convert $2\frac{1}{2}$ and $2\frac{2}{3}$ into decimals, and divide the product of these decimals by their quotient.

13. Reduce the circulating decimal .832′5′ to a vulgar fraction.

14. If a cubic inch of water weighs 252.458 grains, and the Imperial gallon contains 10 lbs. Avoirdupois of water, find the number of cubic inches in it.

15. Extract the square root of 1234567.

16. What is the present worth of $3560 payable in 8 months, discount being at the rate of 6 per cent. per annum.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

TUESDAY, APRIL 12TH :—9 A.M. TO 1 P.M.

TRIGONOMETRY—ALGEBRA.

Examiner, ... ALEXANDER JOHNSON, LL.D.

1. The sides of a triangle are 133,176, and 187,022 yards respectively, find the angle opposite the side whose length is 133.

2. The breadth of a ditch in front of a tower is 48 feet, and from the outer edge of the dicth the angle of elevation of the top of the tower is 53° 13′; what is the height of the tower.

3. The area of any triangle is $= \sqrt{s\,(s-a)\,(s-b)\,(s-c)}$.

4. Prove $\dfrac{\sin A + \sin B}{\sin A - \sin B} = \dfrac{\tan \frac{1}{2}\,(A+B)}{\tan \frac{1}{2}\,(A-B)}$

5. Prove $\sin 2A = 2 \sin A \cos A$; $\cos 2A = 1 - 2 \sin^2 A$.

6. Prove $\cos (A - B) = \cos A \cos B + \sin A \sin B$.

7. Construct geometrically the angle whose tangent is $\frac{3}{4}$.

8. Define the unit of circular measure, and find the number of seconds in it.

9. If $a = 0$, $b = 2$, $c = 4$, $d = 6$, find the values of

$$3\sqrt[3]{2\,b^2 - a} + 2\sqrt[3]{b^2 + c^2 + 7} - \sqrt[3]{2\,(b+c)^2 - (b+d)^2}.$$

10. Solve $\dfrac{2}{7}x + \dfrac{1}{6}(x-1) = x - 4$.

11. A cistern is filled in half an hour by 3 pipes, one of which conveys 8 gallons more and the other 4 gallons less per minute than the third The cistern holds 1020 gallons. How much flows through each pipe in a minute.

12. Find the Greatest Common Measure of $6x^3 - 6x^2 + 2x - 2$ and $12x^2 - 15x + 3$.

13. Add together the sum, product, and quotient (the first fraction being the dividend) of $\dfrac{a+x}{a-x}$ and $\dfrac{a-x}{a+x}$

14. Solve the equations

$$\frac{x}{a+x} = \frac{a+x}{x} - \frac{2a-b}{2x}.$$

$$11x^2 - 9x = 11\tfrac{1}{4}.$$

15. Solve the simultaneous equations

$$2x - 9y = 11\,;\ 3x - 12y = 15.$$

and also

$$xy = x + y\,;\ xz = 2\,(x+z)\,;\ yz = 3\,(y+z).$$

16. Find a number of three digits, each greater by unity than that which follows it, so that its excess above one-fourth of the number formed by inverting the digits shall be 36 times the sum of the digits.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

MONDAY, APRIL 11TH—9 A.M. TO 1 P.M.

Third Year.—Ordinary Examination.

ASTRONOMY—OPTICS.

Examiner, ... ALEXANDER JOHNSON, LL.D.

1. Describe the appearances produced by the Earth's Annual Motion, round the sun, illustrating the description by a diagram.

2. How may the time of revolution of the Earth round the Sun be ascertained? What is the definition of the ordinary year?

3. State the method by which the size of the Earth has been ascertained.

4. Describe the Transit Instrument and Mural Circle, and state the uses to which they are applied.

5. Define the equation of time, and describe the method for finding mean time at any place.

6. How is the distance of the moon from the Earth ascertained?

7. Account for the phases of the moon.

8. Explain the cause of a solar eclipse, and show when it will be Partial, Annular or Total.

9. State the laws of Reflexion of light, and describe an experimental method of proving them.

10. If a ray of light proceeding from any point Q fall upon a *convex* spherical mirror, the distances, from the point of incidence, on the mirror of the given point Q and the point q where the reflected ray cuts the line $Q\ C$ joining the given point to the centre, are in the ratio of the distances $Q\ C$, $q\ C$ of these same points from the centre.

11. Describe an experiment illustrating the Total Reflexion of Light, and connect the phenomenon with the laws of Refraction.

12. Prove the formula $\frac{1}{d} - \frac{1}{D} = (\mu - 1)\left(\frac{1}{r} - \frac{1}{r'}\right)$ connecting the positions of the conjugate foci of thin lenses.

13. Account for the magnifying power of a convex lens, and investigate a formula connecting it with the focal length of the lens and the distance of distinct vision.

14. State and prove the optical principle of Hadley's sextant.

15. Describe the Galilean telescope, and determine its magnifying power.

16. Find the magnifying power of a refracting astronomical telescope whose object glass is of 10 ft. focal length and eye glass of $\frac{1}{4}$ inch, used by a person whose distance of distinct vision is 3 inches.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

TUESDAY, APRIL 12th:—9 A.M. TO 1 P.M.

MECHANICS.—HYDROSTATICS.

THIRD YEAR.—*Ordinary Examination.*

Examiner.....ALEXANDER JOHNSON, LL.D.

1. If two forces meet in a point, their moments with respect to any point situated on their resultant are equal and opposite.

2. Find the resultant of two parallel forces acting in the same direction.

3. If a body be suspended from a fixed point it will not be in equilibrium, unless the line joining the point of suspension with the centre of gravity be vertical.

4. In the screw, the power is to the resistance parallel to the axis as the interval between the threads is to the circumference of circle described by the point to which the power is applied.

5. State the principle on which the equilibrium of a system of pulleys is determined, and apply it to find the ratio of the power to the resistance in the first kind of Burton.

6. Define quantity of matter, and quantity of motion, and calculate the quantity of motion in a cubic foot of copper (sp. gr. 8·90) which moves with a velocity of 1407 yards per minute, the volume being measured in cubic inches.

7. Prove the formula which gives the relation between the space, the time, and the dynamical measure of the force constantly acting on a moving body.

8. Describe the principle of Attwood's machine, showing how it may be used to illustrate the laws of motion.

9. Investigate a formula for the centrifugal force.

10. Find the time of oscillation of a simple pendulum.

11. If the pressure on a square inch of surface, placed in a vessel of mercury (sp. gr. 13·5) be 1000 grains, calculate the pressure on a circular surface of ½ inch radius placed 9 inches lower down.

12. If a cubical vessel be filled with liquid, calculate the ratio of the pressures against the bottom and one of the sides.

13. Describe experiments showing the elasticity and weight of gases.

14. If a homogeneous body float in a liquid, its whole volume will be to that of the part immersed, in the inverse ratio of the specific gravities of the body and liquid.

15. Describe the method, and investigate a formula, for determining the specific gravity of a body lighter than water by means of the hydrostatic balance.

16. Find the height of a mountain from the following data: Height of barometer at sea-level, 30·045; temperature, 77°.5. Fah.; height of bar. at upper station, 23·660, temperature, 70°.5 (the mercury being supposed to have the same temperature as the air).

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATION, 1864.

MONDAY, APRIL 11TH—9 A.M. TO 1 P.M.

ASTRONOMY—OPTICS.

Examiner, ... ALEXANDER JOHNSON, LL.D.

1. The velocity of light according to Foucault's recent experiment is 185,177 miles in a second. The aberration of a star in the pole of the ecliptic is 20″.4451 : and the time of the Earth's revolution round the sun is 365.256 days, hence find the distance of the Earth from the Sun, proving your method.

2. Show how the changes of the seasons arise from the inclination of the ecliptic to the equator.

3. The greatest and least apparent diameters of the sun during one revolution of the Earth being 32′34″.6 and 31′30″.2 respectively, calculate the eccentricity of the orbit ; proving the steps.

4. Give fully the method used in finding the density of the Earth by observations on Schiehallien.

5. Define parallax, and explain the use of correcting observations for parallax.

6. Investigate a method for finding the periodic time of Mars.

7. Investigate a method for finding the ratio of the mass of the sun to the mass of the earth.

8. Give a full account of the manner of the discovery of Neptune.

9. State the laws of Refraction of light, and describe an experimental method of proving them.

10. A river seems to be 5 feet deep, what is its real depth, the index of refraction of water being $\frac{4}{3}$?

11. Investigate a formula for determining the relative position of the conjugate foci of a given convex lens.

12. Find the dispersion produced by a convex lens of crown glass (dispersive power = ·036) of 1 inch aperture and 3 ft. focal length.

13. Describe the simple microscope, and investigate its magnifying power.

14. A short-sighted person can read a book at the distance of $5\frac{1}{2}$ inches, and he wishes to be able to read it at 10 inches, what kind of spectacles ought he to use, and of what focal length ?

15. Describe the Camera obscura.

16. Find the magnifying power of Herschel's reflecting telescope of 40 feet focal length, used with an eye-glass of $\frac{1}{2}$ in. focus by a person of 3 inches least distance of distinct vision.

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATION, 1864.

TUESDAY, APRIL 12:—9 A.M. TO 1 P.M.

MECHANICS.—HYDROSTATICS.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Three forces act perpendicularly to the sides of a triangle at the middle points, and each is proportional to the side on which it acts. Show that they will equilibrate each other.

2. Find the resultant of two parallel forces acting in opposite directions.

3. Find the centre of gravity of the perimeter of a triangle.

a.—Prove that it is the centre of the circle inscribed in the new triangle formed by joining the middle points of the sides of the original.

4. Describe Smeaton's pulley, and find the ratio of the power to the resistance.

5. Apply the principle of "constancy of work done" to determine the ratio of the power to the resistance parallel to the axis in the screw.

6. Explain the meaning, and state the nature of the proof of the formula $F = m f$.

a.—When the unit of either F or m is given, show how the other unit may be found.

7. Assuming the general formula for the centrifugal force $f = \frac{v^2}{r}$ show that in consequence of the earth's rotation, the diminution of gravity, arising from the centrifugal force, varies as the square of the cosine of the latitude.

8. Find the velocity with which a body should be projected down an inclined plane, so that the time of running down the plane shall be equal to the time of falling down the height.

9. In the case of the Direct Collision of two bodies in motion, find the expressions for their velocities afterwards.

10. A ball is fired up a hill whose inclination is 15°, the inclination of the piece is 45°, and the velocity of projection 500 feet per second. Calculate the time of flight before it strikes the hill, proving the steps of the calculation

11. Investigate the pressure on a rectangular surface immersed in a liquid, if two opposite sides be horizontal.

12. If the dimensions of a chamber be 21 feet by 18, and 13 feet high, calculate the weight of the air contained in it, the barometer standing at 29¼ inches, and the thermometer at 65°.

13. If 20 lbs. of cork (sp. gr. .240) be immersed in water, with what force will it rise towards the surface?

a.—Calculate the dynamical measure of this force.

14. Describe Nicholson's hydrometer, and the manner in which it is used to ascertain the specific gravity of bodies.

15. A conical diving bell, whose height and base are each 8 feet, is let down into the sea until the water rises 4 feet inside it. Find the depth to which it is submerged.

16. A pump lifting water from a well, has a suction-pipe 20 feet long; the play of the piston is 3 feet; the handle is 3 feet, of which 8 inches are inside the joint. What force is necessary to raise the water if the diameter of the piston be 6 inches?

McGILL UNIVERSITY, MONTREAL.

TUESDAY, APRIL 12th:—2 TO 4 P.M.

LIGHT.—HEAT.

B.A. AND THIRD YEAR.—*Ordinary Examination.*

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Describe Wheatstone's photometer, and the manner of using it.

2. Describe the principle of Fizeau's experiment to determine the velocity of light.

3. If light be admitted through two small apertures close together, into a dark room, and be received on a screen, describe the appearances produced, and explain them according to the undulatory theory.

4. Describe the phenomena known as Newton's rings, and show how they may be used to determine the length of a wave of light.

5. Give Arago's explanation of the twinkling of the stars.

6. What are Fraunhöfer's lines? State how have they been recently accounted for, mentioning the experiments on which the explanation is based.

7. Give the Mechanical Theory of heat, and state the mechanical equivalent of a unit of heat.

8. Describe Pouillet's pyrheliometer, and the manner of using it.

9. Give an account of the Meteoric Theory of the sun's heat.

10. Describe Professor Tyndall's experiments on the absorption of heat by gases, and state some of the results.

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATION, 1864.

WEDNESDAY, APRIL 13th :—9 TO 11 A. M.

ELECTRICITY.—MAGNETISM.—ACOUSTICS.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Classify the following bodies according to their electric conducting power: Glass, wool, brass, feathers, smoke, amber, silk.

2. Describe Coulomb's apparatus and experiments to determine the law of electrical force, and state the result.

3. What difference must be made in the arrangement of a galvanic battery according as *quantity* or *intensity* effects are desired?

4. Describe fully Morse's electric telegraph, and the mode of working it.

5. State the principle of the method on which the *intensity* of terrestrial magnetism at different places is ascertained.

6. Describe the mode of producing artificial magnets by single touch.

7. Describe any experiment in which two sounds destroy one another and explain it.

8. Describe Biot's experiment to determine the velocities of sound as transmitted by air and by metal.

9. Describe any apparatus for determining the number of vibrations corresponding to a note of any proposed pitch.

10. State the law of variation of the velocity of sound in air as depending on the thermometer.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

MONDAY, APRIL 25TH:—9 A. M TO 1 P. M.

GEOMETRY.

FIRST YEAR.—*Honour Examinations.*

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Describe a circle such that the radical axes determined by it and three given circles shall pass respectively through three given points.

2. Describe a circle touching three given circles.

3. Draw a right line parallel to a given one, so that one of the parts intercepted by the circumferences of two given circles may be a maximum.

4. Circumscribe a polygon to a circle, so that each angle shall rest on a given right line (the successive order of the angles, with respect to the given lines being assigned.)

5. From a given point in the produced diameter of a circle, draw a secant cutting the circle in two points, such that the rectangle under their distances from the adjacent extremities of the diameter shall be equal to a given quantity.

6. Find the reciprocal of the theorem that the anharmonic ratio of four points on a circle is constant.

7. If four right lines be drawn from the same point so as to cut a circle, the anharmonic ratio of any four of the points of section is the same as that of the remaining four.

8. The arithmetical, geometrical, and harmonical means between two given right lines are in geometrical progression.

9. Given the sum of sides of a triangle, the difference of base angles, and the difference of the segments of the base made by the perpendicular let fall from the vertical angle, construct the triangle.

10. If perpendiculars be let fall on the sides of a triangle from any point taken inside it, prove that the sums of the squares of the alternate segments of the sides are equal.

11. Given in length the three bisectors of the sides of a triangle, construct it.

12. Given two sides of a triangle, find at what angle they must be set so that the triangle shall be the greatest possible.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS. THURSDAY, APRIL 28TH, 1864.—9 A. M. TO 1 P.M.

ALGEBRA.

FIRST YEAR.—*Honour Examination.*

Examiner..... ALEXANDER JOHNSON, LL.D.

1. Resolve $\frac{3x^2 - 7x + 6}{(x-1)^3}$ into its partial fractions.

2. Given $x = n - \frac{n^2}{2} + \frac{n^3}{3} - \frac{n^4}{4}$ find n in a series of powers of x.

3. Find the sum of the series $1^3 + 2^3 + 3^3 +$ &c. to n terms.

4. In every system of notation of which the radix is r, the sum of the digits of any number divided by $r-1$ will leave the same remainder as the whole number divided by $r-1$.

5. Find the amount of a given sum at compound interest, the interest being supposed due every instant.

6. Investigate a method for determining the present value of an annuity of £1 to be continued during the life of an individual of a given age allowing compound interest for the money.

7. Prove that $e^x = 1 + x + \frac{x^2}{1\cdot 2} + \frac{x^3}{1\cdot 2\cdot 3}$ &c.

8. Find the modulus of the common system of logarithms.

9. Prove that $\log_e (y+z) = \log_e y + 2\left\{\frac{z}{2y+z} + \frac{1}{3}\left(\frac{z}{2y+z}\right)^3 + \text{&c.}\right.$

10. State and prove the formula for the number of variations of n different things taken r together.

11. Solve the simultaneous equations $x^3 + y^3 = 18xy$; $x + y = 12$.

12. Find two numbers whose difference is 8 and the harmonic mean between them $1\frac{1}{3}$

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

MONDAY, APRIL 25TH:—9 A. M. TO 1 P. M.

ASTRONOMY.

THIRD YEAR.—*Honour Examination.*

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Investigate a method for determining the place of the node and he inclination of a planet's orbit, from observations of its right ascension and declination.

2. Given the mean, find the true anomaly in orbits of small eccentricity.

3. Find the aberration of a given star in right ascension.

4. Find the duration of twilight at a given place at any time of the year.

5. Find the refraction, considering the atmosphere homogeneous.

6. Determine the coefficient of refraction, from observations of circumpolar stars.

7. Find the time when a given star rises heliacally.

8. Find the length of the day at any place at any time of the year.

9. Investigate formulæ for converting sidereal into mean solar time, and conversely.

10. Given the right ascension and declination of a star, find its latitude and longitude.

11. What is Flamstead's method of finding the sun's right ascension?

12. Find the latitude of a place from two altitudes of the sun and the time between.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS.

THURSDAY, APRIL 28TH, 1864.—9 A. M. TO 1 P. M.

MECHANICS—HYDROSTATICS.

THIRD YEAR—*Honour Examination.*

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. Find the equation of the common catenary.

2. An elastic string has a weight attached to one end, it is fastened at the other and hangs vertically; determine the extension of the string taking its own weight into account.

3. State and prove Guldin's properties of the centre of gravity.

4. An inextensible string binds tightly together two smooth cylinders of given radii; find the ratio of the mutual pressure between the cylinders to the tension by which it is produced.

5. Find the position of equilibrium of a uniform beam, one end of which rests against a vertical plane, and the other on the interior surface of a given hemisphere.

6. Find the equations of motion of a particle acted on by a central force, and show that the velocity at any point of the orbit is inversely proportional to the perpendicular drawn from the centre of force on the tangent at the point.

7. A particle is projected vertically upwards in a medium in which the resistance is equal to kv^2; if V be the velocity of projection, find the particle's velocity when it again arrives at the point of projection.

8. A particle is projected vertically from the surface of the earth; find the height to which it will ascend, taking the variation of gravity into account.

9. A cone with its base downward is filled with fluid; compare the pressure on the base of the vessel with the weight of the fluid contained in it.

10. Find the centre of pressure of the sector of a circle which has its centre in the surface of a fluid, and the radius perpendicular to the surface.

11. Investigate a formula for determining the height of a mountain by means of the barometer.

12. A triangle is immersed vertically in a fluid with one side in the surface; determine the whole pressure on the triangle.

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS IN MATHEMATICS AND NATURAL PHILOSOPHY.

THURSDAY, APRIL 7TH, 1864.—9 A.M. TO 1 P.M.

LUNAR THEORY—PRECESSION AND NUTATION—NEWTON'S PRINCIPIA.

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. Express the true anomaly of an undisturbed planet in terms of the mean anomaly in a series of powers of the eccentricity.

2. Prove that the centre of gravity of the earth and moon describes relatively to the sun an orbit very nearly in one plane and elliptic.

3. Form the differential equation of the moon's latitude.

4. Calculate the values of P and S; and thence obtain the approximate value of $\frac{Ps - S}{h^2 u^3}$, assuming the results of the integration of the differential equations to the first order.

5. Integrate the differential equation of the moon's latitude to the second order, assuming

$$\frac{T}{h^2 u^3} = -\frac{3}{2} m^2 [\sin\{(2-2m)\theta - 2\beta\} - 2e \sin\{(2-2m-c)\theta - 2\beta + a\} + \frac{5}{2} e^2 \sin\{(2-2m-2c)\theta - 2\beta + 2a\}]$$

6. Find the value of g to the third order in the expression

$$s = k \sin(g\theta - \gamma) + \&c.$$

7. Form the differential equations of rotation of the earth attracted by the sun and moon.

8. Prove that the nutation acting alone would cause the pole to describe a small ellipse, and calculate numerically the major and minor axes of this ellipse, being given

$$\psi = \frac{3\cos I}{2n} \frac{C - A}{C} \left(n'^2 + \frac{n''^2}{1+e}\right) t +$$

$$\frac{3\cos I}{4n} \frac{C - A}{C} \left\{ \frac{4 n''^2 \cos 2I}{(1+e)\sin 2I} \frac{i}{\beta} \sin\lambda - \frac{n''}{1+e} \sin 2\mu - n' \sin 2\nu \right\}$$

$$\theta = I - \frac{3}{2n} \frac{C - A}{C} \left\{ \frac{n'^2 \cos I}{1+e} \frac{i}{\beta} \cos\lambda - \frac{n'' \sin I}{2(1+e)} \cos 2\mu - \frac{n' \sin I}{2} \cos 2\nu \right\}$$

where λ is the longitude of the moon's line of nodes and ν and μ the longitudes of the sun and moon respectively.

9. Calculate numerically the annual luni-solar precession, if the periodic times of the earth and moon respectively be 365·25 and 27·32 days; $I = 23° 27' 32''$, $\frac{C-A}{C} = \frac{1}{306}$, $c = 81{\cdot}84$.

10. Give Newton's account of the effect of the disturbing force on the inclination of the lunar orbit.

11. The difference of the forces required to cause two bodies to revolve equally, one in a quiescent orbit, and the other in the same orbit revolving, is in the triplicate ratio of the common altitude inversely.

12. If a body revolve in an ellipse, it is required to find the centripetal force tending to the focus.

Viva Voce Examination at 2 P.M.

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS IN MATHEMATICS AND NATURAL PHILOSOPHY.

TUESDAY, APRIL 19TH, 1864.—9 A. M. TO 1 P. M.

MECHANICS.

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. Find the attraction of a homogeneous oblate spheroid upon a particle within its mass, the law of attraction being that of the inverse square of the distance.

2. Prove that if an attracted particle (a, b, c) about which the density is ρ, be *within* the attracting mass, the potential V satisfies the equation

$$\frac{d^2V}{da^2} + \frac{d^2V}{db^2} + \frac{d^2V}{dc^2} = -4\pi\rho$$

3. Assuming Euler's equations for the rotation of a rigid body round a fixed point, integrate them for the case of a solid of revolution revolving round its centre of gravity, and interpret the results.

4. Determine the conditions that when a solid body revolves round fixed axis under the action of an instantaneous force, the axis may receive no percussion.

5. Investigate a formula for determining the velocity of a cannon-ball by means of the Ballistic Pendulum.

6. Investigate the fundamental equations for the motion of fluids, including the equation of continuity.

7. A hollow cylinder of indefinite length is filled with homogeneous air, a portion of which is disturbed in such a manner that all the particles in any section, perpendicular to the axis, are under the same initial circumstances of displacement: deduce all the circumstances of the resulting motions from the equations

$$\frac{d^2\phi}{dt^2} = a^2\frac{d^2\phi}{dx^2}, \quad s = -\frac{1}{a^2}\frac{d\phi}{dt}$$

8. A heavy sphere descends vertically in a fluid: determine its motion.

9. A solid, floating in a homogeneous liquid, is made to turn through a very small angle in a given vertical plane: determine when the equilibrium is stable.

10. Investigate the motion in a resisting medium of a heavy particle, initially projected in a direction inclined to the vertical.

11. A cylinder descends down a perfectly rough inclined plane by the action of gravity, its axis being horizontal: determine the motion of the cylinder, and the friction at any time of its descent.

12. One body draws up another on the wheel and axle: determine by D'Alembert's principle the motion of the weights, and the tension of the strings.

Viva voce examination at 2 p. m.

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS IN MATHEMATICS AND NATURAL PHILOSOPHY.

MONDAY, APRIL 25TH.—9 A.M. TO 1 P.M.

GEOMETRY OF THREE DIMENSIONS.

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. If three surfaces intersect at right angles and if each pair also intersect at right angles at their next consecutive common point, then the directions of the intersections are the directions of the lines of curvature on each.

2. If a line of curvature be a geodesic, it must be plane.

3. If a plane be drawn through the centre parallel to any tangent plane to a quadric, the axes of the section made by that plane are parallel to the normals to the two confocal surfaces through the point of contact.

4. Find the locus of the pole of a given plane with regard to a system of confocal surfaces.

5. The focal lines of a system of cones having a common vertex and circumscribing a series of confocal surfaces are the generating lines of the hyperboloid which passes through the vertex.

6. The focal lines of a cone are perpendicular to the circular sections of the reciprocal cone.

7. Find the partial differential equation of surfaces of revolution.

8. Find the equation of the cone whose vertex is $x'\ y'\ z'$ and which stands on the conic in the plane of $x\ y$, $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$.

9. Find the locus of points on the ellipsoid $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$, the normals at which intersect the normal at the point $x'\ y'\ z'$.

10. Find the lengths of the axes of the section of an ellipsoid made by any plane passing through the centre.

11. Find the equation of the surface generated by a straight line which moves parallel to the plane of x, y, and passes through the curves

$$\frac{x^2}{a^2} + \frac{z^2}{c^2} = 1,\ y = 0;\ \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1,\ x = 0.$$

12. If spheres be described on three semi-conjugate diameters of an ellipsoid as diameters, the locus of their intersection is the surface determined by the equation.

$$a^2\ x^2 + b^2\ y^2 + c^2\ z^2 = 3\ (x^2 + y^2 + z^2)^2.$$

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS IN MATHEMATICS AND NATURAL PHILOSOPHY.

THURSDAY, APRIL 28TH, 1864.—9 A. M. TO 1 P. M.

CALCULUS.

Examiner,..... ... .ALEXANDER JOHNSON, LL.D.

1. The order of a linear differential equation $\left(\frac{d^n y}{dx^n} + \&c. = \phi\ (x)\right)$ may always be depressed by unity, if we know a particular value of y which would satisfy the equation were its second member equal to 0.

2. Prove that a linear differential equation can always be deprived of its second term.

3. Find the equation of a surface which belongs at once to surfaces of revolution defined by the equation $py - qx = 0$, and to conical surfaces defined by the equation $px + qy = z$.

4. Integrate by Monge's method the equation

$$q(1+q)r - (p + q + 2pq)\, s + p\,(1+p)\, t = 0.$$

5. Integrate $\frac{d^2u}{dx^2} - a^2 \frac{d^2u}{dy^2} = \phi\ (x, y)$

6. Integrate the equations

$$\frac{d^2x}{dt^2} - 2r\frac{dy}{dt} + \frac{gx}{l} = 0\ ;\ \frac{d^2y}{dt^2} + 2r\frac{dx}{dt} + \frac{gy}{l} = 0$$

7. Find the orthogonal trajectory of a system of circles touching a given straight line in a given point.

8. Integrate $\frac{d^2y}{dx^2} + n^2 y = \cos nx$.

9. Deduce both the singular solution and the complete primitive of the differential equation $y = px + \sqrt{b^4 + a^2 p^2}$ and interpret each, as well as the connexion of the two geometrically.

10. The equation $2xydx + (y^2 - 3x^2)\, dy = 0$ has an integrating factor which is a function of y. Determine it, and integrate the equation.

11. Eliminate the arbitrary functions from $z = \phi\ (ay + bx)\ \psi\ (ay - bx)$

12. Transform the triple integral $\iiint V dx dy dz$ into a function of $r\ \vartheta$, ϕ, being given $x = r\cos\vartheta$, $y = r\sin\vartheta\sin\phi$, $z = r\sin\vartheta\cos.\phi$

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS IN MATHEMATICS AND NATURAL PHILOSOPHY.

THURSDAY, APRIL 28TH, 1864—2 TO 5 P. M.

LIGHT—HEAT.

Examiner, ...ALEXANDER JOHNSON, LL.D.

1. Explain the method of reconciling the rectilinear propagation of light with the wave theory.

2. Give Huyghen's construction for the direction of the two refracted rays in double refraction.

3. In Young's experiment exhibiting the phenomena of Interference, find a formula to determine the positions of the bright and dark bands on the screen.

4. An ethereal molecule is agitated at the same time by two rectilinear vibrations, at right angles to one another, which differ in phase. Show that the result will be an elliptic vibration, and find the equation of the ellipse.

5. State Sir David Brewster's law for the angles of polarization of different media.

6. It is said that if the earth were stopped in its orbit the amount of heat developed would be equal to that obtained from the combustion of fourteen globes of coal each equal to the earth in weight. Find a formula by which this may be calculated.

7. Assuming the ratio of the masses of the earth and sun to be 325,000, and their diameters 8000 and 852,000 miles respectively, find the maximum velocity with which a meteor could strike the sun, and deduce the amount of heat developed by the collision.

8. The total amount of solar heat received by the earth in a year would liquefy a layer of ice 100 feet thick covering the whole earth. Calculate the entire quantity emitted by the sun.

9. A mass of mercury at the temperature 60° filling a cylindrical vessel 3 inches in height and 2 inches in diameter, is raised to the temperature 300° and shaken with 8 lbs. of water at 55°. Find the temperature of the mixture. (Specific heat of mercury = .033; specific gravity = 13.5).

10. If 10 lbs. of water (latent heat 143°) be cooled down without freezing to the temperature of 22° Fah., and then be agitated, what will be the weight of the mass of ice produced?

McGILL UNIVERSITY, MONTREAL.

Faculty of Arts.

SESSIONAL EXAMINATIONS, 1864.

TUESDAY, 19TH APRIL:—10 A. M. TO 1 P. M.

ENGLISH.

FIRST YEAR.

Examiner.....REV. DR. LEACH.

1. Explain the significance of "we" when used instead of "I."

2. When the pronoun "who" follows such a phrase as "Your Majesty," in what person is the verb put?

3. When is it allowable that the personal pronoun refer to a sentence?

4. To what kinds of beings or objects in the antecedents may "who," "whose," "whom," "which," "that," refer? and give some of the exceptions.

5. Give examples of omission of the objective relative, of the nominative relative, and of the antecedent.

6. Which are the words used as relative adverbs?

7. State the rule, for the avoiding of confusion, when two or more pronouns in one sentence agree in gender, number or person.

8. Give examples of particular things and proper names being generalized by the use of the articles.

9. Give examples of adjectives used as abstract nouns, and of participles used as adjectives.

10. State the rule as to the number and person of the verb when two or more subjects are of different persons and are connected by the word "and"; also, the rule when one pronoun is affirmative and the other negative.

11. "Do," is used sometimes as a substitute for other forms: when rightly and when wrongly?

12. State the various forms in which a conditional clause is introduced.

13. How is the gerundial infinitive in "*ing*" or with "*to*," representing the A. S. dative form, distinguished from the ordinary infinitive?

14. Under what conditions only do participles admit of degrees of comparison?

15. Give examples of "*no*" as an adjective and as an adverb.

16. What kind of conjunctions govern the subjunctive mood?

17. Give the prepositions appropriate to the following words: adapted averse, confide, consonant, derogatory, differ, expert, independent, recreant, replete.

18. What is metre?

19. How is quantity measured in the classic languages and in the English?

20. Mark in one or two words the principal accent and the second or subordinate.

21. State the essentials of a perfect rhyme.

22. Give examples of double and triple rhymes.

23. What is meant by alliteration?

24. What is meant by iambic, trochaic, dactylic, amphibrachic, anapæstic, monometers, dimeters, trimeters?

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

TUESDAY, APRIL 19th,—10 A.M. TO 1 P.M.

ENGLISH LITERATURE.

Examiner,.....REV. DR. LEACH.

1. In which parts of England was the Celtic tongue spoken during the Anglo Saxon period?

2. Give an account of the ancient metrical compositions still extant in the Irish language.

3. Give an account of the poems of Ossian, and state the judgment given as to their authenticity.

4. Show how the introduction of Christianity gave a new impulse to the literature of England.

5. Give an account of the principal authors who wrote in the Latin tongue during the Anglo-Saxon period and of their productions.

6. Describe the mode in which the natural development of literary cultivation among a people commonly takes place.

7. State the causes that made the development of Anglo Saxon literature an exception to the ordinary mode.

8. Which are the three historical poems classed as Anglo-Saxon, that were composed before the period of the immigrations into England? and give the substance of what is said of them.

9. Give an account of Cædmon and of his poem.

10. Give the characteristics of Anglo-Saxon versification, and state their effects upon the form of subsequent metrical compositions.

11. Give an account of the literary labours of Bede, Aldhelm, King Alfred and Aelfric.

12. Give an account of the Saxon Chronicle.

13. When did the Crusades take place? and mention some of their principal effects.

14. What is said of the early history of the two English Universities, and of the two principal names that adorned English erudition the 11th century.

15. Give an account of the two rival schools on the continent that made philosophy a favourite pursuit.

16. What is stated as to the origin and uses of Rhyming Latin verse?

17. Give an account of the Gesta Romanorum, their origin,—materials—uses.

18. Which are the two classes, into which the Norman French poetry of the Norman period is divided, and give an account of each.

19. Who is the subject of the most interesting of the French Romances —Enumerate these, and give a short sketch of each.

20. Mention the principal productions in verse in the vernacular tongue during the 12th and 13th centuries.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

TUESDAY, APRIL 19TH.—10 A. M. TO 1 P. M.

Examiner ..... REV. DR. LEACH.

1. What is meant by a Logical Fallacy?
2. How is the indeterminate character of Fallacies shown?
3. Which are the Logical Fallacies?
4. What are semi-logical Fallacies?
5. Which are the two kinds of Material Fallacies?
6. Mention some instances that show the influence of words on thoughts.
7. Explain the "two-fold danger from any false assumption."
8. Mention some of the principal means by which Fallacies are concealed, and explain them.
9. Show that while a refuted argument ought to go for nothing, it will *in fact* generally prove *detrimental* to a cause.
10. With which two logical Fallacies correspond the denial of the consequence from the denial of the antecedent, and the inferring of the antecedent from the establishing of the consequent?
11. Give examples of the use of an ambiguous middle.
12. Explain what is meant by the Fallacies—"plurium interrogationum," "equivocationis," "amphiboliæ?" and give examples in each kind.
13. Explain what is meant by the Thaumatrope Fallacy.
14. Explain what is meant by "Arguing in a Circle."
15. Give the distinctive significations of the terms, "Sign," "Cause," "Reason."
16. Explain the principal contrivances employed to conceal undue assumptions.
17. Enumerate the principal forms of the Fallacy of "Ignoratio elenchi," and show how this Fallacy is used in the refutation of propositions.
18. Explain the meaning of the terms, "Argumentum ad hominem," "Ad verecundiam," "Ad populum," "Ad rem," "Ad ignorantiam."
19. Explain the Fallacy of "proving part of a proposition."
20. Explain what is meant by "the danger of proving too much."
21. Give an explanation of the Fallacy of "Suppressed Conclusion."

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1864.

MONDAY, APRIL 18TH : 9 TO 12 A. M.

LOGIC.

(For Students of Morrin College only.)

Examiner.....REV. EDWIN HATCH, B.A.

I. Show the origin (*a*) of Sciences in general, and (*b*) of Logic in particular.

II. Logic has been defined as "the science of the form of Thought:" Show what is meant (*a*) by a *science*, as distinguished from an art, and (*b*) by the *form* of thought, as distinguished from its *matter*.

III. Show the functions of language in relation to thought.

IV. Distinguish accurately between pure, modified, and applied Logic.

V. Analyse the mental processes which precede and are subsidiary to conception.

VI. Distinguish between the intension and the extension of a concept, and show that they are in inverse ratio.

VII. State the nature and laws of logical definition.

VIII. State, with examples, the difference between (*a*) genus and species, and (*b*) property and accident.

IX. Divide judgments according to (*a*) their quantity, (*b*) and their quality.

X. State the difference between mediate and immediate inference, and mention the various kinds of the latter.

XI. State the general canon of mediate inference, as given by Thomson, and show how the statement of it must be varied according to the theory which is held of the nature of judgment.

XII. State and prove the legitimacy of the four modes of the first figure.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

WEDNESDAY, APRIL 20TH :—10 A.M. TO 1 P.M.

ENGLISH LITERATURE.

THIRD YEAR.

Examiner.....REV. DR. LEACH.

1. Explain what is meant by "derived," and "cognate words."

2. Mention the two characteristics given that distinguish the Scandinavian languages from all German dialects.

3. State the reasons for holding that the main facts of the history of the Saxon invasions are faithfully handed down and substantially correct.

4. State the most probable supposition for the exclusive appellation of "England," to the country, and of "English," to the language.

5. What objections lie against the ordinary division of the history of English, and how may they be removed?

6. Show that it is probable that the Celtic population was much larger in England after the Conquest than is usually supposed.

7. Give the parts of Great Britain that were inhabited by the Danes, and some of the present forms of English that indicate a Scandinavian origin.

8. Express in English of the present the following passage:

"Vor bote a man couthe French me talth of hym wel lute.
"Ac lowe men holdeth to Englyss, and to her kunde speche yute.
"Ic wene ther ne be man in world contreyes none
"That ne holdeth to her kunde speche, bote Engelond one,
"Ac wel me wot vorto coune bothe wel yt ys,
"Vor the more that a man con, the more worth he ys."

9. State some of the causes for the later origin of English literature.

10. State the two modes of estimating the relative amount of words derived from different sources in a given language, and the grounds upon which the relative importance of the one mode or the other is to be determined.

11. Give the etymology of the words—feticism, palaver, commodore, caste, dungeon, calico.

12. Mention the principal criteria for determining the origin of English words.

13. Explain "the remarkable peculiarity with regard to English words denoting the degrees of family relationship."

14. State the reasons given why the loss of the English Provinces in France is not to be regretted.

15. In what respects may the English language be said to have suffered loss from the introduction of foreign words and idioms?

16. What causes are to be assigned for the fact that "the poetry and the prose which take the strongest hold on the heart of a nation, are usually somewhat archaic in diction?"

17. Why is the permanent literature of a given period not a true index of the general vocabulary of the period?

McGILL UNIVERSITY, MONTREAL.

Faculty of Arts.

SESSIONAL EXAMINATIONS.

TUESDAY, 19TH APRIL, 1864.—10 A. M. TO 1 P. M.

MENTAL AND MORAL PHILOSOPHY.

Examiner,.....REV. DR. LEACH.

1. State in the terms given the problem of Metaphysics—explain its meaning, giving some of the most important questions which it opens.

2. Show that Consciousness is the universal condition of intelligence, and not a particular faculty.

3. Distinguish between Psychology and Ontology.

4. Give the reasons for rejecting the transcendental method of treating the subject.

5. Give the elements of the presentative and of the representative consciousness, and explain "the test" without the application of which we should not be able, it is said, to distinguish between the conceivable and the inconceivable.

6. What is meant in psychology by the term, *an individual?*

7. Which are the two characteristics of the concept?

8. Show the difference between attention and consciousness, and give the restricted definition of attention.

9. In regard to imagination, state the objection that lies against the opinions of Reid, Descartes and Stewart, and explain the two kinds of imagination.

10. Distinguish between Imagination, Memory and Hope, and show that in their actual results they are partly presentative and partly representative.

11. What is meant by External Intuition and by Internal Intuition, and give the classification founded upon this division.

12. Give the definitions of Emotions or Passions—their division and subdivisions, as given by Jouffroy.

13. How may Passions and Emotions be distinguished?

14. How may it be shown that "the terms *right* and *wrong* indicate a special class of mental phenomena discernible in the contemplation of actions themselves, and not merely inferred from observation of their consequences?

15. With regard to the principle of our constitution by which we form a notion of the moral character of actions, state the opinions of Cudworth and Hutcheson, and show wherein they fail.

16. State the theory of M. Cousin, and indicate the respect in which his analysis is incomplete.

17. Give the substance of (what is thought to be) the more accurate theory of the nature and origin of moral judgment.

18. Distinguish between Laws of Thought and Forms of Thought.

19. Explain what is meant by the three forms of Unity, Plurality and Totality with respect to Acts of Consciousness.

20. Why, as regards the internal Consciousness, may not a distinction be made between different faculties similar to that between the external senses?

21. Explain what is meant by *Symbolical* and by *Intuitive* Conception, and show how the three laws of thought are operative in Conception.

22. State and explain the laws of Association of modes of Consciousness.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

FRIDAY, MARCH 4th—2 P.M. TO 5 P.M.

GERMAN.

SECOND YEAR—ELEMENTARY COURSE.

Examiner,..... PROFESSOR C. F. A. MARKGRAF.

I. Translate into English:

Beispiel von Enthaltsamkeit.

Alexander der Große kam[a]) auf seinem Zuge, die Welt zu erobern, durch eine lange Sandwüste Asiens[b]), in der[c]) sich nirgends Wasser befand[a]). Endlich hatte ein Soldat etwas[d]) aufgefunden[a]) und brachte[a]) es in seinem Helm dem Alexander. Da dieser aber sah[a]), daß seine Soldaten eben so wie er vor Durst lechzten, sprach[a]) er: „Soll ich der Einzige sein, der[c]) da trinkt[a])?" und goß[a]) das Wasser auf die Erde. Alle, voll Bewunderung über die Enthaltsamkeit des Königs, riefen[a]): „Auf! führe uns fort! wir sind nicht ermattet, wir sind nicht durstig; wir halten uns nicht für sterblich, führt uns ein solcher König[e])!"

Heinsius.

„Große Städte, reiche Klöster,"
Ludwig, Herr zu Baiern[b]), sprach,
„Schaffen, daß mein Land den euren
Wohl nicht steht an Schätzen nach."

Eberhard, der[c]) mit dem Barte,
Würtemberg's[b]) geliebter Herr,
Sprach: „Mein Land hat kleine Städte,
Trägt[a]) nicht Berge silberschwer.

Doch ein Kleinod hält[a])'s verborgen,
Daß in Wäldern noch so groß
Ich mein Haupt kann[a]) kühnlich legen
Jedem Unterthan in Schooß."

Und es rief der Herr von Sachsen[b]),
Der[c]) von Baiern, der[c]) vom Rhein:
Graf im Bart, ihr seid der reichste!
Euer Land trägt Edelstein."

Justinus Kerner.

(a) State the tenses and give the present infinitives of the verbs thus marked in the two pieces above. Write also the past participles of kam, befand, brachte, ſah, ſprach, trinkt, riefen, trägt, hält.

(b) Aſiens, Würtemberg's, &c.....State what you know concerning the gender and declension of the names of countries, towns, &c...Which of them require the preposition „von" in the genitive case instead of the suffix „s"?

(c) Which pronouns does the article „der" supply?

(d) By what pronoun could „etwas" be replaced here?

(e) Führt uns ein ſolcher König.—Construct the sentence with the conjunction, and decline „ein ſolcher König" in the 4 cases singular.

(f) State the gender, number, and case of the common nouns contained in the second piece.

II. 1. Explain, and illustrate by examples, the order of words in a principal sentence, when the verb of the subject is *α.* in a simple, *β.* in a compound tense.

2. What construction will you use in German, to express the English "to like" followed by an infinitive? Give examples.

3. Mention those prefixes of compound verbs, which are sometimes separable, sometimes inseparable; and state when they can be detached from the verb, and when not.

4. Write out the third person singular, in all the moods and tenses of the passive voice, of the verb „aufheben."

III. Translate into German:

The happiest men are those who are contented. This castle is the largest and finest (which) I ever saw (perf.). You would never have despised him, if you had (subj.) known him better. I have been at the house of a friend of mine, who lives on the other side of the river. Our country has made peace with yours. It is a great pleasure to be loved and esteemed by others. We perceive several people on yonder high mountain. This book has been written by the tutor of my children. I did not receive the letter which I expected (perf.) to-day. We dine at half past three and eat supper at eight o'clock. I have tasted the apples which you bought (perf.) from your neighbour, but I do not find them as good as those which you have in your garden. Why have you not done what I asked (perf.) you for? I have been told that your eldest son has returned from America this spring.

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATIONS, 1864.

MONDAY, APRIL 18TH—2 P.M. TO 5 P.M.

GERMAN.

Examiner,.....PROF. C. F. A. MARKGRAF.

I. Translate into English:

Nun ergriffen sie Schwerter und Stangen, und bestürmten das Ungeheuer in seiner Schilfwohnung; sie errichteten Schutzwehren und Dämme, und vollendeten in wenig Tagen Werke, die sie vorher sich nicht zugetraut hatten. Und so wurden sie der innern verborgenen Kraft sich bewußt, welche in spätern Zeiten die gewaltigen Pyramiden und Spitzsäulen gründete, und sie erfanden manche Kunst und manches Geräthe, die sie noch nicht gekannt hatten.

Denn der Kampf mit dem Feindseligen weckt und stärket die schlummernde Kraft des Menschen K r u m m a c h e r.

Da tritt aus seiner Kluft hervor
Der Räuber, groß und wild,
Er schwingt sein Hünenschwert empor
Und schlägt an seinen Schild:
„Du hast ja viele Wächter,
Warum denn litten's die?
Dir dient so mancher Fechter,
Und keiner kämpft um sie?"

U h l a n d.

Am Hochgebirge schmolz der Schnee;
Der Sturz von tausend Wassern scholl;
Das Wiesenthal begrub ein See;
Des Landes Heerstrom wuchs und schwoll;
Hoch rollten die Wogen entlang ihr Gleis
Und rollten gewaltige Felsen Eis.

B ü r g e r.

II.—1. State the tenses and write out the present infinitives and past participles of the irregular verbs given in the three pieces above.

2. Und so wurden sie der innern verborgenen Kraft sich bewußt.—Parse this sentence. Why is sie placed after wurden? State the rules relating to the transposition of the subject after its verb.

3. How are feminine nouns like Kraft, Kunst, Kluft, inflected in the plural? Mention the rule, and decline „manche Kunst," and „die schlummernde Kraft" in the 4 cases singular and plural.

4. Explain the use of the Present Participle in German, adding examples.

5. How is the Imperfect of the Subjunctive formed in Irregular Verbs? Offer one or two instances.

6. Mention those verbs, the imperfect subjunctive of which is often used to express various feelings, and give one example with each verb.

7. Give the signification of each of the conjunctions als, nachdem, da indem, weil,—and show the difference in their application.

8. Translate into *idiomatic* English the following phrases: Ich bin es los geworden. Es iſt mir lieb. Was geht das Sie an? Dieſe Waare hat guten Abgang. Sich eine Sache zu Nutze machen. Sich an etwas machen. Man muß ſich in die Nothwendigkeit ſchicken.

III. Translate into German:

I have known the king, that benefactor of his people. That happened under Constantine the Great, the first Christian emperor. They alighted from their carriage in order to go on board the ship. I help you to write. I have been last week in town to transact some business there. If you continue to criticise every body, you will soon have no friends at all. We mix among these people, because we wish to know what they say of us. I will rather stay at home than go to your cousin, for when I go to see him, instead of receiving me with pleasure, he looks displeased. It is better to be willing to work than to be obliged to work. Scarcely had he finished his speech, when (ſo) he went away. He is very much afflicted at the death of his father. Do you wonder at what we have done? We correspond with our friends.

IV.—1. Give the dates of Krummacher's life and death, and state what you know of the style and character of his writings.

2. Write a short account of the lives of Bürger and Uhland.—What species of poetry formed the main element of Bürger's muse? Give the titles of his principal poems.—To what school did Uhland belong? What is the particular object of that school?

3. When and for what purpose was the so-called Romantic School formed, and who was its leader?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

FRIDAY, MARCH 4,—9 A.M. TO 12, NOON.

FRENCH.

SECOND YEAR—ELEMENTARY COURSE.

Examiner,.....P. J. DAREY, M.A.

I. Translate into English:

Tu vois (1) le jour, Cinna, mais ceux dont (2) tu le tiens (1)
Furent (1) les ennemis de mon père et les miens.
Au milieu de leur camp tu reçus la naissance,
Et lorsqu'après leur mort tu vins (1) en ma puissance,
Leur haine, enracinée (3) au milieu de ton sein,
T'avait (4) mis contre moi les armes à la main.
Tu fus mon ennemi même avant que de naître, (5)
Et tu le fus encor quand tu pus me connaître.

(1) What is the Infinitive of these verbs? What is the 2nd person of the *Preterite Definite* and the *Past Participle*?

(2) Why do you use *dont* and not *de qui*? Give the rule.

(3) Why has this word two e's?

(4) What is the subject of *avait mis*? What are its direct and indirect objectives?

(5) What are the *Preterite Definite*, the *Past Participle*, and the *Subjunctive Present* of this verb?

II. Translate into French: *happier than I; it is I; I study my lesson.* Explain the different ways to translate that pronoun *I* in those sentences Give the rule.

III. Translate into French: *he gave it to thee; he gives them to them; send them to him; do not send him to me.* Explain in what order you have to place the different pronouns contained in those sentences.

IV. Translate into French: *he has seen them; he has given her the books.* How do you write the Past Participles *seen* and *given* in French? Why? Give the rule.

V. Translate into French: *a woman whose virtues are known;* and: *a man on whose friendship I can rely.* Explain why you do not translate *whose* in those two examples in the same way.

VI. When do you translate *some, any,* by *quelques-uns?* State the rule, and give an example.

VII. What is the gender of *personne, autrui,* in French? When *personne* means *nobody,* what word does it require before the verb? Give an example.

VIII. Translate into French: *do they not believe it? Do they say so; I have been told that he is gone.* Explain how they have to be translated,

IX. When do you translate *who* by *qui*, and when by *quel*, *quelle*, &c., &c. State the rule, and give examples.

X. Write the *Preterite Definite*, the *Imperative*, and the *Present of the Subjunctive* of the verbs *connaître*, *battre*, *croître*, *courir*, and *écrire*.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

MONDAY, APRIL 18TH :—9 TO 12 A. M.

FRENCH.

THIRD YEAR—ELEMENTARY COURSE.

Examiner,.....P. J. DAREY, M.A.

I. What do you call primitive tenses? How many are there? Name them, and enumerate the tenses formed by three of them, and how they are formed.

II. Translate into English :

Maître corbeau, sur un arbre perché,
Tenait en son bec un fromage.
Maître renard, par l'odeur alléché,
Lui tint à peu près ce langage : ....

Explain why different tenses of the verb *tenir* are used in that extract. What do you call the expression *lui tint ce langage?*

III. Translate into French :

Racine was a great poet ;
If I should say that you would hardly believe it ;
When I was in Paris I used frequently to go to the Champs-Elisées.

Explain the manner of translating *was* in the first and last of these sentences ; and *should* in the second one.

IV. Translate into French :

I wrote to my brother yesterday ;
I wrote to my brother this morning.

Can you use in French the same tense of the verb *to write* in those two sentences. Why? State the rule.

V. How do you translate *should*, when it conveys the idea of *duty*? Give an example. When *should* follows *if*, how do you translate it? Give an example.

VI. After what tenses of the indicative mood must you use the present of the subjunctive?—Give two examples.

VII. Translate into French :

I have written some letters ;
I have not sent the letters I have written.

State the rule according to which you write the past participle, *written* in French.

VIII. Translate into English these expressions taken from the *Bourgeois Gentilhomme:* Essuyer sur des compositions la barbarie d'un stupide; de chatouillantes approbations; les bévues des politiques; voilà ce que c'est que de se mettre en personne de qualité; je crois qu'il y a quelque anguille sous la roche; ce monsieur lui donne peut-être dans la vue; il y a de la lâcheté à déguiser ce que le ciel nous a fait naître.

IX. Translate into English the first twenty lines of the scene viii, act II, of the *Bourgeois Gentilhomme.*

X. Translate into French:

Darius, King of Persia, being attacked by Alexander, thought to intimidate him by the number of his forces. He sent to his new enemy a pompous detail of the number of his troops. On the back of this letter Alexander replied, "A butcher that understands his trade (*métier*) is not dismayed (*effrayé*) by the number of sheep which are brought to him."

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS.

FRIDAY, MARCH 4TH—9 A.M. TO 12, NOON.

FRENCH.

SECOND YEAR—ADVANCED COURSE.

Examiner,.....P. J. DAREY, M.A.

I. Dans quels sens les verbes *ressortir* et *saillir* sont-ils réguliers, et que signifient-ils lorsqu'ils sont irréguliers? Donnez deux exemples où ils doivent être employés dans leurs formes régulières, et deux dans leurs formes irrégulières.

II. A quels temps le verbe *fleurir* est-il irrégulier? Dans quel sens est-il alors employé? Donnez un exemple où il doit être employé dans sa forme irrégulière.

III. A quels temps les verbes *faillir* et *ouïr* s'emploient-ils?

Traduisez en anglais: *On a pris la ville sans coup férir. La justice gît en formalités.* Quel est l'infinitif du verbe de cette dernière phrase?

IV. Donnez la deuxième personne du pluriel du *passé défini* et le *participe passé* des verbes *confire*, *coudre*, *naître*, *nuire*, *rire*, *vivre* et *faire*. Ecrivez le féminin de ces participes dans les verbes où ils varient.

V. Quand les adjectifs *bon*, *juste* et *cher* deviennent-ils adverbes? Donnez des exemples où ces adjectifs sont employés adverbialement.

VI. Quand est-ce que le mot *que* est pronom? quand est-il adverbe? et quand est-il conjonction? Donnez trois exemples où il se trouve employé respectivement comme pronom, comme adverbe et comme conjonction.

VII. En quoi consiste le principal intérêt de la comédie le *Misanthrope*? Nommez-en cinq personnages, et dites quel est le caractère que chacun représente.

Que pensez-vous du style de cette pièce?

VIII. Traduisez en anglais:

Non, Messieurs, disait-il, je ne m'en dédis point.
De quoi s'offense-t-il? et que veut-il me dire?
Que lui fait mon avis qu'il a pris de travers?
On peut être honnête homme et faire mal des vers:
Ce n'est point à l'honneur que touchent ces matières;
Je le tiens galant homme en toutes les manières,

Homme de qualité, de mérite et de cœur,
Tout ce qu'il vous plaira, mais fort méchant auteur.
Je louerai, si l'on veut, son train et sa dépense,
Son adresse à cheval, aux armes, à la danse,
Mais pour louer ses vers, je suis son serviteur.

Misanthrope, acte IVème, scène 1ère.

IX. Analysez grammaticalement les trois premières lignes du morceau ci-dessus.

X. Que signifient ces expressions tirées du *Misanthrope* : *On n'a point trop donné au bruit ; de nos francs marquis essuyer la cervelle ; poursuivre à garder le silence ; pourvu que votre cœur veuille donner les mains au dessein que j'ai fait.*

XI. Traduisez en français :

On Tragedy.

As a perfect tragedy is the noblest production of human nature, so it is capable of giving the mind one of the most improving entertainments. A virtuous man, (says Seneca) struggling with misfortunes, is such a spectacle as gods might look on with pleasure ; and such a pleasure it is which one meets with in the representation of a well written tragedy. Diversions of this kind wear out of our thoughts everything that is mean and little. They cherish and cultivate that humanity which is the ornament of our nature. They soften insolence, soothe affliction, and subdue the mind to the dispensations of Providence.

Spectator.

McGILL COLLEGE MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

MONDAY, APRIL 18th,—9 A.M. TO 12, NOON.

FRENCH.

THIRD YEAR—ADVANCED COURSE.

Examiner,.....P. J. DAREY, M.A.

I. Donnez un court aperçu de la tragédie de Racine, ATHALIE.

II. De quoi Joad, Josabeth, Athalie, Mathan, sont-ils les types?

III. Traduisez en anglais les expressions suivantes tirées d'Athalie: Le zèle de Joad n'a point dû vous surprendre; le Dieu des Juifs l'emporte aussi sur toi; de nos ans passagers le nombre est incertain; au delà de ce lieu gardez-vous d'avancer; d'où naît dans ses conseils cette confusion; peut s'en faut que Mathan ne m'ait nommé son père.

IV. Traduisez en anglais:

Je me rends. Vous m'ouvrez un avis que j'embrasse:
De tant de maux, Abner, détournons la menace.
Il est vrai de David un trésor est resté,
La garde en fut commise à ma fidélité;
C'était des tristes Juifs l'espérance dernière,
Que mes soins vigilants cachaient à la lumière:
Mais puisqu'à notre reine il faut le découvrir,
Je vais la contenter; nos portes vont s'ouvrir;
De ses plus braves chefs qu'elle entre accompagnée,
Mais de nos saints autels qu'elle tienne éloignée
D'un ramas d'étrangers l'indiscrète fureur:
Du pillage du temple épargnez-moi l'horreur.

ATHALIE, Ac. V. sc. II.

V. Qu'appelle-t-on *langue d'oïl* et *langue d'oc*. Duquel de ces deux langages la langue française est plus particulièrement dérivée? Qu'était-ce que les trouvères?

VI. Dans quel siècle vécut CHARLES D'ORLÉANS? De qui était-il fils? Par quoi est-il remarquable? Où passa-t-il une grande partie de sa vie?

VII. Quand Malherbe vécut-il? Par quoi est-il remarquable? Où Corneille naquit-il? A quelle carrière se voua-t-il d'abord? Quelle fut sa première pièce excellente? Donnez-en une courte analyse. Nommez quelques autres pièces de Corneille.

VIII. Quels sont les quatre grands poëtes qui immortalisent le siècle de Louis XIV ? Quel est celui qui avait le plus de génie ? Lequel est-ce qui a écrit ses œuvres avec le plus de perfection ? Par quoi les deux autres sont-ils remarquables ? Quel genre de poésie chacun de ces grands hommes a-t-il cultivé ?

IX. Quels sont les deux orateurs protestants les plus distingués au seizième siècle ? Quels sont les ouvrages que l'un d'eux a publiés ? Quels sont les grands orateurs de la chaire dans le siècle de Louis XIV ? Quel était le plus éloquent ? Quels sont les principaux ouvrages qu'il a composés ?

X. Traduisez en français :

ORIGIN OF THE WORD MAUSOLEUM.

Mausolus, king of Caria, died in the year 353 B. C. His wife Artemesea was so fondly attached to him, and so disconsolate at his death, that, as ancient historians tell us, she drank up his ashes and ordered the construction of a superb monument to perpetuate his memory. It was built by four different architects, and on the top was placed a chariot drawn by four horses. The magnificence of this tomb was such that it ranked among the wonders of the world, and the philosopher Anaxagorus exclaimed when he saw it, "How much money transformed into a stone!" This monument was called *Mausoleum*, and thence the name is applied in general to stately sepulchres.

D'Israeli.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

THURSDAY, APRIL 21ST:—10 A. M. TO 1½ P. M.

CHEMISTRY.

FIRST YEAR.

Examiner.....T. STERRY HUNT, M.A., F.R.S.

1. What do you understand by fusion, sublimation, and distillation?

2. Explain the law of definite proportions, and illustrate it by the compounds of manganese with oxygen.

3. State what you understand by allotropism, and give examples from the history of carbon and phosphorus.

4. Describe the preparation of oxygen and its most remarkable properties.

5. How is chlorine obtained, and what are its uses?

6. Give the name, preparation, and uses of $S^2 H^2 O^3$, and tell how much of it can be made from 32 parts of S.

7. Explain what is meant by an acid, and what by a salt, and state the difference between monobasic and bibasic acids.

8. By how many methods can you separate the hydrogen from water, and how much of it will 100 parts of water yield?

9. What are the equivalents of chlorine, nitrogen, sodium, and lead?

10. How can you precipitate silver from its solution in acids?

11. What elements form a natural group with chlorine? Give their symbols and equivalent weights.

12. Give the formulæ of sugar and alcohol, and explain the vinous fermentation.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

THURSDAY, MARCH 3RD, 10 A.M.

BOTANY.

Examiner ..... J. W. DAWSON, LL.D., F.R.S.

1. Describe the leading kinds of inflorescence, with examples.

2. Describe minutely the Stamen, with the terms applied to its parts and position.

3. Describe the Ovule, its positions, and the relations of its parts to those of the seed.

4. Explain the theoretical structure of the Flower.

5. Explain Coalescence and Adnation of the parts of the Flower, with examples.

6. What is the peculiarity of the Gynœcium in Gymnosperms?

7. Explain fertilization in Phænogams, and state the distinction between albuminous and exalbuminous seeds.

8. Describe the reproductive organs of Mosses and Fungi.

9. Describe the parts indicated by the terms Bract, Sporangium, Receptacle.

10. Explain the gradation of groups in the natural system, with an example.

11. Describe the Pericarp, stating its normal structure, and some of its modifications.

12. State the characters of Monocotyledons.

13. State the characters of Anophytes.

14. By what microscopic characters can the wood of Exogens, Endogens, and Acrogens be distinguished?

15. Explain the terms Drupe, Coma, Pappus.

16. Refer the specimens exhibited to their series and class, and describe the forms of their leaves and the character of their inflorescence.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

THURSDAY, APRIL 21ST:—10 A. M. TO 1½ P. M.

ZOOLOGY.

THIRD YEAR.

Examiner.....J. W. DAWSON, LL.D., F.R.S.

1. Define the Province Radiata.
2. State the characters of the *Protozoa*, with examples.
3. Describe the locomotive and prehensile organs of the *Annulata* and *Anthozoa*.
4. State the characters of the *Polyzoa*, with examples.
5. To what class and order does *Nautilus* belong? State fully the characters of the class and order.
6. Describe the metamorphosis of one of the *Acalephæ*.
7. Explain the differences between Insects, Arachnidans, and Crustaceans, and the order of rank of these classes.
8. Give the characters of *Echinodermata*, and describe the shell and its appendages in *Echinus*.
9. State the distinctions between *Brachiopoda*, *Lamellibranchiata*, and *Tunicata*.
10. Illustrate the characters of *Gasteropoda* by any well-known species.
11. Describe the circulation and respiration of Fishes and Birds.
12. Give the orders of Reptiles or Fishes, with examples, and describe one.
13. Characterize Owen's sub-classes of Mammalia, and give the ore of one of them.
14. Describe, and refer to their Province and class, the specimens exhibited.

McGILL UNIVERSITY, MONTREAL.

B. A. ORDINARY EXAMINATIONS, 1864

THURSDAY, APRIL 21ST:—10 A. M. TO 1½ P. M

GEOLOGY AND MINERALOGY.

Examiners..... { J. W. DAWSON, LL.D., F.R.S.
T. STERRY HUNT, M.A., F.R.S.

1. Explain the scale of hardness for minerals, and give the hardness of orthoclase, garnet, and galena.

2. Give a short description of the different systems of crystallization, and explain the relation between the rhombohedron and the hexagonal prism.

3. Mention the hardness, specific gravity, crystalline form, and chemical composition of the constituent minerals of granite.

4. Explain what is meant by isomorphism, and give examples of it from the native carbonates or sulphates.

5. What are the principal elements of mineral springs, and what is the theory of the origin of such springs?

6. Describe the sulphurets of copper, and tell the per-centage of the metal which each contains.

7. Describe the structure of mineral veins, and the theory of their formation.

8. State the subdivision of the Tertiary deposits, and describe one of the formations, with its geographical distribution.

9. Give examples of the characteristic Fauna of the Post-Pliocene period in America, and of the Eocene in Europe.

10. State the subdivisions of the Mesozoic in Western Europe, and describe the Lias or the Chalk, with its fossils.

11. What is the position in the Palæozoic period of the Oriskany sandstone, Trenton limestone, Wenlock limestone, Utica shale, and Ludlow group? Describe one of these formations, with its geographical distribution.

12. Describe the Laurentian rocks of Canada, and state the causes to which their present condition is to be ascribed.

13. Mention some of the principal plants of the Coal formation, or of the Devonian, with their botanical relations.

14. Mention some characteristic genera of Marine animals of the Upper Silurian, the Carboniferous, and the Cretaceous periods, respectively.

15. Describe jointing, slaty structure, and foliation, with the causes to which they are attributed.

16. Describe the leading phenomena of volcanic action, and the nature of volcanic products.

17. State the geological relations of ordinary and brown Coal, of Rock Salt, and of Clay-Ironstone.

18. State what you know respecting the specimens exhibited

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN GEOLOGY AND NATURAL HISTORY.

(First Paper.)

FRIDAY, APRIL 1st—10 A.M., TO 1½ P.M.

Examiner,.....J. W. Dawson, LL.D., F.R.S.

1. Name the principal crystalline rocks in which Felspar predominates, and describe one of them.

2. State the structure and geological and chemical relations of Sandstone, Gneiss, Dolomite, Dolerite.

3. Explain the principal phenomena of stratification and slaty structure, with the distinctions between them.

4. Describe the Laurentian and Huronian series in Canada, with their distribution and economic products.

5. Give the series of Lower or Upper Silurian rocks in Eastern America, and describe one of the formations, naming some of its fossils.

6. Give the series of the Devonian or the Carboniferous rocks in Eastern America, and describe one formation with characteristic fossils.

7. Characterise the Genera *Graptolites*, *Zaphrentis* and *Halysites*, with their Zoological and Geological relations.

8. State the characters of Crinoids or of Cystideans, and describe one generic form.

9. Describe the parts of a Trilobite, and mention some of the genera and the formations in which they occur.

10. State the Genera and Species of Brachiopods characteristic of the Lower Silurian or of the Carboniferous.

11. Refer the following to their place in the Zoological classification and in the Geological series.—*Orthoceras*, *Murchisonia*, *Modialopsis*, *Aviculopecten*, *Conularia*, *Pleurotomaria*, *Maclurea*, *Chonetes*, *Lingula*.

12. Characterise the *Plagiostomi* and *Ganoidea*, and mention some of the Palæozoic Genera.

13. Name and describe an air-breathing Vertebrate, Articulate and Mollusc of the Palæozoic period.

14. What classes of plants are represented in the known vegetation of the Palæozoic period? Mention the Genera of most frequent occurrence in the coal formation.

15. Describe the specimens exhibited, with reference to their Botanical or Zoological and Geological relations.

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN GEOLOGY AND NATURAL HISTORY.

(Second Paper.)

TUESDAY, APRIL 19th—10 A. M. TO 1½ P. M.

Examiner.....J. W. DAWSON, LL.D., F.R.S.

1. State the subdivisions of the Trias, or of the Jurassic system, in Western Europe, and the characteristic genera of fossils.

2. Explain fully the supposed mode of formation of white chalk or of oolitic limestone.

3. Characterise the genera *Belemnites*, *Gryphaea*, *Amphitherium*, *Baculites*, *Trigonia*, with their zoological and geological relations.

4. Give an account of the subdivisions of the Tertiary in America, with their geographical distribution, and some fossil genera peculiar to America.

5. Explain the nature and movements of glaciers and icebergs, and the effects which should be assigned to them in connection with the boulder clay.

6. Characterise and illustrate by examples the orders of fossil reptiles.

7. Explain the modes of proceeding in a geological survey, and illustrate them by a line of section across any part of North America.

8. Give a view of the causes assigned for changes of climate in successive geological periods, and an estimate of their probable influence.

9. Describe the general structures and reproduction of one of the *Hydrozoa* or *Discophora*.

10. Describe the structures in any species of the following general *Alcyonium*, *Actinia*, *Tubipora*.

11. Describe the organs of nutrition in *Bryozoa*, and state in what they differ from those of Polyps.

12. Describe the organs of locomotion and prehension in *Echinodermata*.

13. State the characters of the orders *Tubicola* and *Errantia*, with examples.

14. Describe the organs of generation and nutrition in a Decapod Crustacean.

15. Describe the respiratory apparatus in Insects and Arachnidans, or the locomotive organs of Cephalopods and Gasteropods.

16. State the characteristic structural differences of Lamellibranchiates and Brachiopods.

17. Describe the specimens exhibited, with reference to their zoological and geological relations.

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN GEOLOGY AND NATURAL HISTORY.

(Third Paper.)

SATURDAY, APRIL 23RD:—10 A. M. TO 1½ P. M., AND ADDITIONAL HOURS.

Examiner.....J. W. DAWSON, LL.D., F.R.S.

1. State in full the characters of the *Exogens*, and the relation of the Gymnospermous plants to other members of that class.

2. Give the characters of the tribes of North American Filices, with examples of the genera.

3. State the modifications of the pericarp and floral envelopes in *Ranunculaceæ*, with examples.

4. What are the principal generic forms of *Cruciferæ*, *Leguminosæ*, *Ericaceæ*, and *Smilaceæ* in Canada?

5. Explain fully the distinctive characters of *Gramineæ* and *Cyperaceæ*.

6. Give a detailed account of any of the orders of Exogens, with the Canadian genera and species.

7. Characterize the orders *Musci* and *Lichenes*.

8. Give the history, habits, and properties of any Canadian parasitic *Fungus*, or useful *Lichen* or *Alga*.

9. Refer the fossil plants exhibited to their place in the system, stating the characters on which this is done..

10. Determine the plants exhibited, and state the grounds of such determination.

11. State fully what you know of any of the specimens exhibited and marked (11 a) &c.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1864.

THURSDAY, APRIL 7TH—9 A.M. TO 1 P.M.

HEBREW.

JUNIOR CLASS.

Examiner,.....REV. A. DE SOLA, LL.D.

1. Give the rules for the Definite Article.

2. State the difference between שׁיא נע and שׁיא נח, and give the instances in which *Sheva* is syllabical; when quiescent.

3. What influence has נקף on the accent, and how does it affect קנין?

4. What are the characteristics of אהתע?

5. State some of the uses of the טעמים.

6. How do you form the plural of nouns in the masculine, in the feminine, and in the dual; how the construct forms of nouns in the dual, plural masculine and plural feminine?

7. Give the rules for דגש קל and דגש חוק.

8. How do you form the construct singular of nouns ending in the nominative with an immutable vowel?

9. Explain גיתם, רפה, גפיק and נקף.

10. Add the pronominal affixes [singular and plural] to the noun קל in its singular and plural forms.

11. Write the verb לבש with appropriate points in the *Kal* form.

12. Give the construct form of feminine nouns in the singular ending in ה, and in the plural.

13. Add the fragmentary forms of the pronouns both singular and plural to a noun and adjective [e. g. אשה טיבר] in the feminine gender.

14. Translate into Hebrew:—Our Heavenly Father, in his goodness, has created this world and the fulness thereof, the heavens above and all their host, the sun, the moon, the stars, the earth beneath and all that is on it. When [בהיות] the sun is presented to [בעד] the earth, we have light.

15. Translate into English:—

אדני אלקים אל שדי ברא את העולם תבל ומלאה את השמים וכל צבאם מעל · את הארץ וצאצאיה מתחת · ואת כל היקום אשר בהם

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1864.

THURSDAY, APRIL 7TH:—9 A.M. TO 1 P.M.

HEBREW.

SENIOR CLASS.

Examiner,.....REV. A. DE SOLA, LL.D.

1. What are the main characteristics of Segholate nouns?
2. Write out the irregular verb הכר in the קל form.
3. Give a few examples of the contracted forms of the Definite Article preceded by the prepositions בכלם.
4. What effect have the tonic accents on syllabication, and what is to be observed respecting these accents when comparing them as they occur in the prose and poetic portions of Scripture?
5. Translate into English from Ecclesiastes, second half of the first chapter, second half of the second chapter, and first half of the third chapter.
6. What have you to say of ו׳ההפוך and its appropriate punctuation?
7. Analyze Gen. i. 18, 19.
8. State the characteristics of verbs *Pé* Guttural.
9. Translate into Hebrew:—The sun rises. The wind goes towards the south, and turns about to the north. All the rivers run into the sea. I have made for myself gardens and orchards, and planted trees in them of all kinds of fruits. I know that whatsoever God doeth, it shall be for ever.
10. Give the plural of the irregular nouns אב בה שיר שיק and the construct forms in the plural.
11. Write the irregular verb נתן in the *Kal* form.
12. Translate into English:—

ראה בני כי בחכמה בדעת ובתבונה
במרה ובמספר במשקל ובתבונה
ערך יד היוצר כל יצירי קנינו
כל דבר על מכונו וכל דבר על ענינו:

שא עיניך מסביב הנה והנה
תור הכל מנדולה ועד קטנה
משמש הנדול רב אור וזרח
ועד רק הקל אשר כאבק פורח
הכל שם יד שדי בזרוע עזו
איש איש על מקומו ואיש איש על מחוזו:

FACULTY OF LAW.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

MONDAY, APRIL 11th:—4 PM. TO 7 P.M.

CRIMINAL LAW.

THIRD YEAR.

Examiner, ...PROFESSOR EDW. CARTER

1. What constitutes the distinction between injuries punishable as crimes, and those regarded as the subject of a civil remedy only? Explain fully the doctrine upon this subject.

2. Into how many classes were offences at Common law divided, and describe them?

3. What difference exists between the offences of Treason and Misprision of Treason—describe them?

4. Give the derivation of the word *Felony*, and mention some of the offences which, at Common Law, are included under that denomination.

5. What crimes are known by the appellation of Misdemeanors? Into how many classes are they divided, and describe them?

6. What persons are by law deemed incapable of committing any crime? State the rules applicable to each particular case.

7. Is there an exception to the application of the rule, *malitia supplet ætatem*, and in what particular case would the exception apply?

8. To what crimes would the rule of coercion arising out of the matrimonial subjection of the wife to her husband, not apply?

9. From what authority do justices of the Peace derive their criminal jurisdiction—and their civil jurisdiction?

10. Have Justices original jurisdiction to take cognizance of the crime of perjury, and to commit for trial?

11. What distinction exists between the remedies by Appeal, and by Certiorari, and state some of the rules applicable to the exercise of those remedies?

12. What changes have been introduced by our Statute law, with reference to the exercise of the remedy by Certiorari?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, APRIL, 1864.—TUESDAY, APRIL 12TH, 4 P.M. TO 7 P.M.

CUSTOMARY LAW, AND LAW OF REAL ESTATE, &c.

FIRST YEAR.

Examiner,.....PROFESSOR LAFLAMME.

1. Quel est le droit civil qui nous régit; qu'est-ce qui le constitue?

2. Quand y a t-il lieu à l'envoi en possession, à qui est-il accordé et sous quelles conditions?

3. Quelles sont les conditions pour la validité d'un mariage en Canada?

4. Les enfans illégitimes peuvent-ils être légitimés. Comment, et dans quels cas?

5. Quel est l'effet de la tutelle. Quels sont les devoirs et obligations du tuteur.

6. Donnez les principales divisions des biens?

7. Qu'est-ce que l'usufruit, comment est-il établi et sur quels biens?

8. Quels sont les droits et obligations de l'usufruitier?

9. Quels sont les dispositions de la coutume de Paris relativement au droit de vue et au mur mitoyen?

10. Quels sont les droits du propriétaire du fonds auquel est due une servitude?

11. Comment s'éteignent les servitudes?

Second and Third Year Students.

1. Quelles sont les personnes qui ont droit de transmettre et quelles sont celles capables de recevillir une succession?

2. Quel est l'ordre suivant lequel elles se déférent?

3. Comment s'ouvre une succession?

4. Comment sont réparties les charges et dettes d'une succession,—et quel effet peut produire l'ouverture d'une succession vis-à-vis des créanciers du défunt?

5. Combien de substitutions reconnues dans notre droit. Et quelles en sont les formalités essentielles?

6. Comment se fait une substitution et quel est l'effet d'une substitution vis-à-vis du grevé et vis-à-vis des substitués avant l'ouverture?

7. Combien d'espèces de testaments reconnues par notre droit et quelles sont leurs formalités essentielles.

8. Quelles sont les formalités essentielles pour la validité d'une donation entre vifs?

9. Comment et pour quelles causes peut-on révoquer une donation entre vifs?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXMINATIONS, 1864.

WEDNESDAY, APRIL 13th:—4 P.M. TO 6 P.M.

COUTUMES, ORDONNANCES, &c.

FIRST YEAR.

Examiner,.....PROFESSOR LAFRENAYE.

1. Quelles sont les principales sources du droit français?

2. Par quelle coutume sommes nous régis et de quel Parlement suivons nous la jurisprudence?

3. Qu'entendez vous par meubles, immeubles, acquêts et propres?

4. Quelles sont les différentes prescriptions établies par la coutume de Paris?

5. De quelle manière peut s'acquérir une servitude?

6. De quels biens se compose la communauté?

7. Quelle est l'étendue des droits que la femme séparée de biens peut exercer?

8. Quels sont les testaments reconnus par l'article 289 du titre 14 de la coutume, et quelle est la loi statutaire qui règle la manière de tester?

9. Quelles sont les principales formalités requises par la coutume pour la validité d'une donation?

10. Quelles sont les principales règles des successions suivant le titre 15 de la coutume.

11. Dans quels cas les ordonnances des Rois de France avaient elles force de lois?

12. Comment s'est introduit le droit Romain comme autorité dans le droit français?

BIBLIOGRAPHIE.

1. Quels sont les meilleurs commentateurs de la coutume de Paris?

2. Quels sont les meilleurs arrêtistes du Parlement de Paris?

3. Quels sont les principaux commentateurs sur les ordonnances des Rois de France?

4. Quels sont les auteurs les plus accrédités sur le droit français?

5. Quels sont les auteurs qui ont traité *ex professo* du droit commercial, tant anglais que français?

6. Quels sont les auteurs qui ont écrit des traités sur la preuve, *on evidence?*

7. Quels sont les principaux ouvrages qui traitent de la procédure?

8. Quels ouvrages devons nous consulter sur les différentes parties du droit Anglais en force en Bas-Canada?

9. Quels auteurs tant anglais que français devons nous suivre quant aux testaments?

10. Quels sont les principaux commentateurs du code Napoléon?

11. Sous quel rapport pouvons nous consulter les ouvrages qui ont été écrits sur ce code?

12. Quels sont les receuils périodiques qui traitent du droit civil?

LOUAGE, CAUTIONNEMENT, &c.

1. Qu'est-ce que le contrat de louage?

2. Quelles sont les modifications apportées à ce contrat par les lois statutaires?

3. Quelle est l'étendue du droit de saisie-gagerie?

4. Donnez un exposé des dispositions de la clause seize du statut des locateurs et locataires.

5. Définissez la nature du contrat de dépôt?

6. Quelle est la différence entre la contrainte par corps et le *contempt of court*?

7. Qu'entend-on par jugement *d'iterato*?

8. Expliquez la nature et l'étendue du cautionnement et ses effets?

9. Quelles sont les obligations de la caution judiciaire?

10. Indiquez les diverses espèces de séquestre?

11. Quelles sont les conséquences de la rébellion à justice?

12. Quels sont les procédés à adopter contre un gardien qui ne représente pas les effets confiés à sa garde.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

THURSDAY, APRIL 14th:—4 P.M. TO 7 P.M.

ROMAN LAW.

FIRST YEAR.

Examiner,.....PROF. F. W. TORRANCE.

1. Give an account of the origin of the tribuneship at Rome.

2. How many kinds of prætorian edicts were there? Define each.

3. Who were Antistius Labeo, Ateius Capito, Gaius, Papinianus, Paulus, Ulpianus, Modestinus?

4. Give a short account of the following works of Justinian—the Digest, Code, Institutes, and Novels.

5. Define law, *jurisprudentia*, *jus*, *justitia*.

6. How were persons made slaves?

7. Give the different modes of manumission with a brief explanation of each mode.

8. What do you understand by consanguinity and affinity, and what were the general rules prohibiting marriages for consanguinity and affinity?

9. What were the different forms of marriage among the Romans.

10. How many kinds of illegitimate children were there, and how were children legitimized.

11. How many kinds of tutors were there and in what cases was each kind appointed?

12. What were the tutor's first duties on taking office?

13. In what ways was the tutorship terminated?

14. What were the excuses exonerating from the charge?

15. For what causes could a tutor be deprived of his office?

1. Enumerate and define things *extra patrimonium*.

2. Give the industrial accessions and explain each kind.

3. Distinguish between *res mancipi*, and *res nec—mancipi*.

4. What do you understand by rural and urban servitudes. Enumerate the principal ones, and shortly explain each.

5. Distinguish between usucapion and prescription before Justinian, and state the changes made by him in the law in this respect.

6. Explain the *donatio ante nuptias* and the *dos*.

7. Name the different *peculia*, and give their significations, and history.

8. What were the formalities of the written will under Justinian?

9. To what extent was the verbal will admitted?

10. Name the ordinary divisions of the *hæreditas*.

11. What was the pupillary substitution?

12. In what ways was a will broken?

13. Define the *hæredes necessarii; sui et necessarii; extranei*.

14. Anciently, how many kind of legacies were there? name and define each kind.

15. Explain the *Lex Falcidia* and the *Sctum Trebellianum*.

16. What was the *possessio bonorum*, and in what cases was it given?

17. Give the rules of succession introduced by the 118th and 127 Novels.

THIRD YEAR.

1. Define an obligation. What are the chief divisions of obligations? Whence do obligations arise?

2. Name the nominate real contracts and define each.

3. How many degrees of *culpæ* were there in the Roman Law? State the opinions of Pothier and Ducaurroy.

4. Give the history of the subject of *usuræ* in the Roman jurisprudence and the history of the law of interest with us.

5. Explain the actions arising out of *depositum* and *pignus*.

6. In what contracts was a stipulation used? What were the actions arising from it? From what causes might it be *inutilis*?

7. What was the aim of the Setum Velleianum? Is there any and if so what provision akin to it in our own law?

8. Does error in law entitle to restitution? What was Pothier's opinion? What is the English and French law on the subject? Name a decision of our Courts and what was the rule then laid down?

9. What was understood by *furtum conceptum*, *oblatum*, *prohibitum*, and *non exhibitum*?

10. Explain the meaning and give the history of the *legis actiones*—the ormulary system—and the extraordinary procedure.

11. How was the temerity of litigants restrained?

EVIDENCE, L. C.

1. What French ordinances laid down rules respecting the adduction of oral testimony, and what four general principles may be drawn from their dispositions?

2. State the present position of our law respecting the examination of the parties to a cause and the effect of their testimony? What change have been made in the law in this matter since 1856.

3. What is the present state of the law of evidence with regard to the number and interest of witnesses?

INTERNATIONAL LAW.

1. Define public international law—private international law.

2. What were the rules applied in Languedoc v. Laviolette, 1 L. C. Jurist, 240 and in Laviolette v. Martin, 5 L. C. Jurist 211.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1864.

FRIDAY, APRIL 15th.

COMMERCIAL LAW.

(FIRST YEAR.)

OBLIGATIONS.

Examiner .. .. PROF. ABBOTT.

1. State the different senses in which the word "Obligation" is used, and define its strict legal meaning.

2. How is an Obligation created, and what is its effect?

3. What is the difference between a Contract and an Obligation? How is a Contract created? What is the difference between a pollicitation and a Contract?

4. What is the effect of violence in the inception of a Contract? Of fraud? Of lesion? In what kinds of Contract may the latter defect occur,—and in what proportions does it affect them? Give a reason for the distinction.

5. Name and define the principal accessory Contracts. How may they be extinguished? State the leading distinctions between principal and accessory obligations.

6. What is meant by the cession of actions in relation to accessory obligations? To whom does the right of demanding it belong? How may that right be wholly or partially lost? What is the effect upon the parties and upon the obligations if the creditor has acted in such a manner as to impair or destroy the rights which he might be required to cede?

7. How may solidarity of obligation be contracted? If in different modes, state and explain each of them. How may it afterwards be limited or destroyed? Explain fully the effect of solidarity between creditors.

8. What is prescription? Upon what presumption does it rest? What natural law does it infringe? State the different periods of prescription and the contracts to which they apply. State the modes in which prescription may be prevented, and the distinctions, if any, applicable to different kinds of obligations.

9. What is novation? What is the difference between novation and delegation? How is novation effected? What is the difference between novation and confusion? Explain confusion and its effect.

10. At what place should payment be made to be effectual? What is the effect of a payment at a wrong place?—to a wrong person? To what species of action, if any, does the latter give rise? What is the effect of a payment made before a debt is due?

11. What is the effect upon an obligation of the death of the debtor? —of the creditor? What is the effect upon the heirs of a debtor of an indivisible obligation, of the neglect of one of them to perform an obligation *in faciendo*?—of a breach by one of them of an obligation *in non faciendo*?

12. How many different kinds of oaths may be deferred to the parties in the course of a suit? State fully the name and nature of each, the time and mode of its administration, and its effect.

SECOND AND THIRD YEARS.

PROMISSORY NOTES AND BILLS.

I. What are the essential elements of a promissory note? Give a concise definition of this species of contract.

II. In what respects does a Bill of exchange differ from a promissory note? Do any and which of the parties to these two kinds of contracts hold relations analogous to each other?

III. To what classes of contracts does a promissory note belong? As between the parties to it and the holder, is there any difference between the obligation based upon it, of the maker and the endorser? Is there any such difference in the obligations of those parties as respects each other?

IV. What is required to make a promissory note payable at a particular place? What is the effect as regards the several parties to it, if it be not presented for payment at that place? What is the effect as regards the several parties if it be not presented at maturity?

V. How may a note or bill be transferred? If by endorsement, what effect has such endorsement beyond the transfer of the contract?

VI. In what ways may recourse against an endorser be lost? On what general principles of the law of obligations do such grounds of extinction of that contract rest?

VI. What contract if any, intervenes between the person who transfers a note without endorsing it, and the person to whom it is transferred?

VIII. What is an *aval*? And what is the obligation of him who signs *pour aval*?

IX. What is the effect upon subsequent endorsers of the extinction of the obligation of the first endorser of a dishonored note? Of the drawer of a dishonored Bill?

X. What is the nature of the bar which is created against an action of Bill or note by lapse of time? What time is required to elapsed before it is acquired? Under what law does it operate?

PLEADING.

I. What is understood by the caption of a declaration? What by the relation or recital? What by the conclusions of a pleading?

II. What are the different kinds of preliminary pleadings? At what stage of the case and within what time may they be proposed? To what grounds of defence are they applicable respectively?

III. Is there any and what order in which preliminary pleas must be pleaded? Is there any and what peculiarity in the conclusions of preliminary pleas, as distinguished from pleas to the merits of the action.

IV. State the different kinds of pleas to the merits; and define each class. Give the delays within which they must be pleaded and answered?

V. What is an *articulation de faits?* What effect does it produce if unanswered?

VI. If a plea be not answered within the time fixed by the statute, how may the case be proceeded with and issue joined? What is the effect of not answering an affirmative plea, as to the necessity for proof of its allegations?

AGENCY AND BAILMENTS.

I. What is meant by an agent? What is the precise distinction between a general agent, a particular agent, and a universal agent?

II. Is there any particular mode in which the appointment of an agent must be made or must be proved? State any distinction in this respect between agents of corporations, agents for the sale of real estate, and any other classes of agents that may occur to you?

III. Can a person acting as agent bind his alleged principal without authority? If so, state precisely and fully under what circumstances he can do so?

IV. What is the effect of the ratification by the alleged principal of the act of the agent? Has it a retroactive effect or not? How may it be proved? Is it ever presumed and when?

V. What is the effect as to third parties, of special instructions by the principal, as to the mode in which the agency is to be performed? State any distinctions that may occur to you as arising between cases when the procuration is more extensive than the special instructions; when it is less extensive; when the instructions are made known, and when they are not?

VI. What is a bailment? From what is the word bailment derived? What is the precise difference between a bailment and the contract of agency?

VII. What particular classes of commercial agents are bailees as well? In what do their powers differ from those commercial agents who are not bailees?

VIII. What are the duties of a bailee as to the custody of the goods entrusted to him? Do they differ as to their extent in different classes of bailees; and if so, what is the difference, and upon what principle does it rest?

PARTNERSHIP.

I. How many kinds of partnerships are there? State the distinguishing characteristics of each?

II. How may the contract of partnership be formed? What formalities (if any) are required by our law upon the formation of a partnership, and what are the consequences of the non observance of those formalities?

III. What is the extent of the authority of each partner to bind the firm? Can the extent of such authority be varied as regards third persons, and if so, how?

IV. Has a debtor of the firm any right of compensation or set off by reason of a debt due to him by a partner in it? Has he any and what remedy in such a case? Would the firm have any such right if the position was reversed?

V. What is the rule as to the distribution of the assets of a firm when there are creditors both of the firm and of its members individually, What is the rule as to the distribution of the effects of a partner under similar circumstances?

VI. What is the effect as to the other members of a partnership, if one of its members becomes insane?

VII. What are the rights of the partners as to the dissolution of a firm before the period fixed by the agreement of partnership? If one partner leaves the firm before that time against the will of his co-partners, what rights or remedies have they as against him?

VIII. State in detail the rights and powers of the several members of a co-partnership after its dissolution?

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